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ABSTRACT

The 20th century has seen the rise and development of American colleges and universities to levels of performance admired by people the world over. Ironically, it has also witnessed the emergence of serious difficulties that threaten the survival of some of these institutions and create anxieties for almost all of them. The Carnegie Commission on Higher Education was created to make a systematic appraisal of higher education and to suggest guidelines for its continuing development. It is further given the mission of obtaining information, analyzing issues, and advising the educational leaders, decisionmakers in and out of government, and the general public on directions for the future. Some of the findings are presently available and are summarized in this report. (Author/HS)

ED 059667

The Carnegie Commission on Higher Education

The Future of Higher Education

How to Get There From Here

HE 002 828

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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Guidelines for the Future

The twentieth century has seen the rise and development of American colleges and universities to levels of performance admired by people the world over. Ironically, it has also witnessed the emergence of serious difficulties that threaten the survival of some of these institutions and create anxieties for almost all of them.

For most of the century, these institutions not only provided education for large and increasing proportions of American youth, but also became identified with the nation's great advances in science, technology, and general culture. In so doing, they won the full confidence and support of the American public. In more recent years, pressures for growth and expansion of higher education tended to be greater than available resources could satisfy under traditional concepts of financing and administration. Establishment of new education levels for the general society was accompanied by a questioning of the values of learning obtained in the familiar ways, and of modes of American life itself. Americans began to doubt that they could afford the continued development of the higher education that was their pride. Dissatisfaction both on and off the nation's campuses grew into resentments that sometimes erupted violently and often obscured college and university achievements.

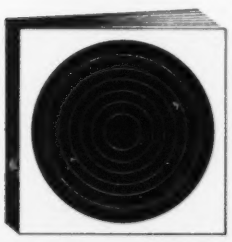
The Carnegie Commission on Higher Education was created to make a systematic appraisal of higher education and to suggest guidelines for its continuing development. At its birth in 1967 it was given the mission of obtaining information, analyzing issues, and advising the leaders of our institutions of higher education, decision makers in and out of government, and the general public on directions for the future.

Today, some of its findings are available. They are summarized on the pages that follow.

1

PART ONE
COMMISSION REPORTS

It is the practice of the Carnegie Commission on Higher Education to issue reports on urgent and important problems in higher educatiori as soon as it can gather and review the relevant information needed to reach reasoned conclusions. Summaries of the reports issued to date are presented on the following pages.



Quality and Equality
New Levels of Federal Responsibility for Higher Education

Higher education in America has evolved from a privilege afforded only the elite to a basic right that should be afforded every man. Realizing this goal requires, however, that our institutions of higher learning provide both quality of educational program and equality of access to those who should be able to attend. Financing is of key importance to that objective, and while state, local and private sources must increase to bring it about, federal contributions will have to triple in the immediate future.

Quality and Equality
and Quality and Equality:
Revised Recommendations spell out in specific dollars-and-cents terms just how the federal government can guarantee that higher education will be able to do all that is expected of it. In their reasoned proposals for change, these reports clearly specify higher education's priorities for the 1970s—the first of which is the removal of financial barriers to college attendance—and offer a highly detailed set of proposals built around three interacting elements: financial aid to students, cost-of-education supplements to institutions, and creation of new places to accommodate all qualified students. The federal government can help by increasing its annual outlay for higher education by $10 billion by 1980; just how this federal funding program can be designed, developed, and implemented to obtain maximum benefits is clearly outlined in this report.

CONTENTS
QUALITY AND EQUALITY
1. THE NATION'S NEEDS FOR HIGHER EDUCATION.
2. HIGHER EDUCATION'S POTENTIAL TO MEET THE NEEDS · Growth in size · Growth in functions · Rising costs · Sources of funds · Further federal support necessary to achieve goals of quality and equality.
3. THE FEDERAL CONCERN WITH HIGHER EDUCATION.
4. FORMS OF FEDERAL SUPPORT.
5. FEDERAL AID PROPOSALS · Student aid and related institutional grants · Cost-of-education supplements to institutions · Medical education · Construction · Research · Special programs · National Foundation for the Development of Higher Education.
6. CONCLUSIONS.

QUALITY AND EQUALITY:
REVISED RECOMMENDATIONS
This supplement to *Quality and Equality* benefits from reactions to the original report. This revised version reaffirms the priorities and many of the proposals of the original report but modifies the details of the proposals and projects the need for federal funds to 1980.

CONTENTS
REVISED RECOMMENDATIONS
1. HIGHER EDUCATION PRIORITIES FOR THE 70s · Equality of educational opportunity · Education for health services · Academic reform.
2. GRANTS AND PAYMENTS TO NEEDY STUDENTS · Educational opportunity grants · Supplementary matching grants · Federal scholarship grants to institutions · Work-study programs · Part-time students · Vocational and technical students · The financial aid package.
3. NATIONAL STUDENT LOAN PROGRAM · Level of funding · Repayment provisions · Collection · Interest · Interest cancellation · Cancellation of principal · Burden of repayment · Alternative.
4. AID TO MOST ABLE GRADUATE STUDENTS.
5. INCREASING THE EFFECTIVE USE OF POSTSECONDARY EDUCATION · Counseling program · Talent search program.
6. VETERANS' AND OTHER NATIONAL SERVICE BENEFITS.
7. AID TO INSTITUTIONS · Cost-of-education supplements · Construction grants and loans · Special-purpose grants to institutions.
8. RESEARCH.
9. NATIONAL FOUNDATION FOR THE DEVELOPMENT OF HIGHER EDUCATION.
10. FEDERAL RESPONSIBILITY FOR HIGHER EDUCATION.
11. LEVELS OF FUNDING.
12. CONCLUSION.

APPLICATIONS
Quality and Equality and *Quality and Equality: Revised Recommendations* are intended for use together. Proposals from the original version are incorporated in the revised version. Together, these two publications are of vital interest to anyone who has the responsibility or the authority to seek or provide federal financing for higher education.

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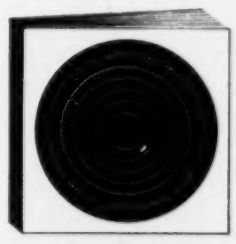

A Chance to Learn
An Action Agenda for Equal Opportunity in Higher Education

A Chance to Learn concentrates on the goals, agenda, and policies for access to and success within higher education for an increasingly diverse student population. The recommendations proposed here are a selective blending of those proposals and practices that have the greatest merit as part of a coherent overall policy.

A Chance to Learn spells out specific short-term and long-term equal opportunity goals for higher education, along

with step-by-step recommendations for realizing these goals. By 1976, all financial barriers to higher education should be removed, and all forms of racial discrimination on campus should be eliminated. The goals for the year 2000 are somewhat more ambitious: *"Opportunities can and must be totally free of the last vestiges of limitations imposed by ethnic grouping, or geographic location, or age, or quality of prior schooling. It should not be necessary for colleges and universities to provide compensatory educational programs or to struggle over flexible criteria for admissions and grading."*

The proposals advanced in this report extend beyond individual campuses to primary and secondary education and to society itself. A national commission—a unit within the U.S. Office of Education—will be needed to plan and coordinate the several activities relating to these goals nationwide. The report offers a highly useful checklist of questions with which every institution can gauge the nature and extent of its successes and failures in providing access and opportunity.

CONTENTS
1. THE CHALLENGES AND THE GOALS · By income · By ethnic group · By location · By age · By quality of early schooling · Short- and long-range goals · Goals for 1976 · Goals for 2000.
2. THE PATH TO HIGHER EDUCATION · Elimination of segregation · Teacher training · Educational opportunity centers · Recruiting · Campus as summer camp · Verbal skills.
3. HIGHER EDUCATION · Access · Progress · The institutional environment · Ethnic considerations in the curriculum · Academic staff · Social centers · Community involvement.
4. AN EQUAL OPPORTUNITY CHECKLIST FOR THE ACADEMIC COMMUNITY.
5. NATIONAL PLANNING AND COORDINATION.
6. CONCLUSION · The year 1976 · The year 2000.

APPLICATIONS
A Chance to Learn will find its greatest use among campus policy makers, curriculum planning committees, directors of admissions, coordinators of ethnic study programs, presidents and deans, and others who have responsibilities for decisions affecting access and opportunity in higher education.

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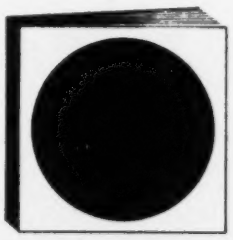

The Open-Door Colleges
Policies for
Community Colleges

The Open-Door Colleges offers findings from an unprecedented state-by-state analysis of two-year colleges in the United States. Its data provide a firm base for projections for future growth along with broad recommendations for changes in policy needed to keep pace with ever-increasing needs. A key objective of the proposals advanced in this report is the realization of open access to higher education. Many individuals can develop their lives satisfactorily without the time and expense of higher education. For many others, however, the comprehensive public two-year college offers a practical and readily available access to postsecondary education. *The Open-Door Colleges* advocates establishing two-year colleges within commuting distance of every potential student in the nation.

OTHER MAJOR THEMES
This report advises that:
• Two-year colleges should not try to become four-year institutions; the two-year college has an important role to play and should not abandon it.
• Full transfer rights to four-year institutions should be provided for qualified graduates of community colleges.
• The two-year college should charge either no or very low tuition.
• The community college has a special responsibility to enrich the cultural life of its neighborhood and should be an active center for art, music, drama, and intellectual discussions.
• The optimum size for a community college is 2,000-5,000 students. More people can be served to better purpose by several colleges of reasonable size than by a single large institution.
• Financing should be increased and equitably shared by federal, state, and local governments. The federal government should provide—among other things—start-up grants for new colleges.

The recommendations in *The Open-Door Colleges* are specific and concrete for every state in the nation. The goals set in this report represent the *minimum* progress necessary if the community college movement is to realize its promise of offering more educational opportunities to more Americans in more areas and of more ages than have ever been available before in the three-hundred year history of American higher education.

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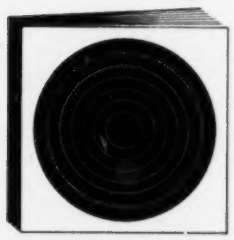
1. MAJOR THEMES
2. COMMUNITY COLLEGES—THEIR DISTINCTIVE PLACE IN AMERICAN HIGHER EDUCATION
3. THE GROWTH AND DEVELOPMENT OF COMMUNITY COLLEGES · Their historical roots · Their rapid growth
4. GOALS FOR THE DEVELOPMENT OF COMPREHENSIVE COLLEGES · Open access · Preserving the two-year institution · Meaningful options · Opportunities for degrees · Transfer programs · Occupational programs · Guidance · Remedial education
5. OTHER TWO-YEAR INSTITUTIONS · Two-year branches of universities · Specialized public two-year institutions · Private two-year institutions
6. THE SIZE OF TWO-YEAR INSTITUTIONS
7. FUTURE ENROLLMENTS AND NEW COMMUNITY COLLEGES
8. THE NEED FOR BROADER FINANCIAL SUPPORT · The federal government · The states · The need for evaluation
9. THE GOVERNANCE OF COMMUNITY COLLEGES
10. ACCREDITATION
11. GOALS AND EXPECTATIONS FOR THE FUTURE
APPENDIX A: Tables
APPENDIX B: Excerpts from *Quality and Equality*

APPLICATIONS
The Open-Door Colleges is valuable reading for all community college administrators, members of governing boards of institutions and local school districts, local, state, and federal political representatives with responsibility for education, and everyone similarly involved in today's fastest growing segment of higher education.

Price $2.95



Higher Education and the Nation's Health
Policies for Medical and Dental Education

Infant mortality rates are higher and life expectancy is lower in the United States than in many countries that do not have our wealth, power, and resources. Clearly, then, better health care should be one of our highest national priorities. Seeing that we will have enough trained professionals to provide it to more and more of our citizens is a special—and urgent—responsibility of higher education. *Higher Education and the Nation's Health* addresses this responsibility head on. This new report—the first major study of medical education since the Flexner "bible"—is a sober analysis of the serious shortage of physicians and dentists in the United States. In it, the Carnegie Commission examines the need for expanding and restructuring the education of professional health personnel and for adapting that education to the changes needed for an effective system of delivery of health care throughout the United States.

TRAINING AND DELIVERY
Central to the proposals advanced in *Higher Education and the Nation's Health* is the theme that changes in the education of health personnel must be geared to changes in patterns of delivery of health services. Prepaid group practice plans and neighborhood health centers will increase; so will delegation of many of physicians' and dentists' activities to qualified assistants. Universities are advised to train their students to function effectively under such conditions. No matter how many professionals are trained, however, Americans will not receive adequate health care unless a system is developed to deliver services to those who need them—regardless of income, geographic location, age, or race. Just how higher education institutions must change to meet these new requirements and where new medical education facilities will be needed to serve the nation more effectively are clearly spelled out in this challenging report.

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2. THE CRISIS IN HEALTH CARE DELIVERY AND HEALTH MANPOWER • The problem of unmet need • The problem of rising expectations • The problem of insufficient health manpower • The problem of ineffective financing • The problem of rising costs • Summary
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12. CARNEGIE COMMISSION GOALS TO BE ACHIEVED BY 1980
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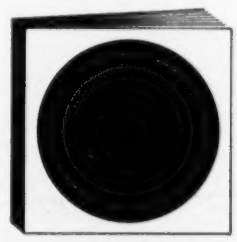
APPLICATIONS
Higher Education and the Nation's Health offers basic data and recommendations necessary for informed decision making on the part of legislators and members of the executive branch of state and federal governments, governing boards and administrators of medical education faculties, faculty members of these institutions, and anyone concerned with and responsible for policies supporting the training of health personnel and the delivery of health care services.

Price $2.95



The Capitol and the Campus
State Responsibilities for Postsecondary Education

The Capitol and the Campus affirms the continuing need for States to assume primary responsibility for meeting the needs of our citizens for training beyond the high school. Included in its purview are public and private two-year and four-year colleges and universities, private profit and nonprofit trade and technical schools, public adult and area vocational schools, and various trade union apprenticeship programs — a total of nearly 10,000 institutions and nearly 10 million students. All of these institutions and all of these students, advises this report, must be considered as essential elements in state educational planning.

SURVIVING THE SEVENTIES

During the 1960s, state and local funds for higher education *quadrupled* as the states moved to meet these expanding needs; in many states, however, it appears that now the well is running dry, and the 1970s may provide a stark contrast to the sixties—at a time, ironically, when many institutions are trying to realize conditions of open access. Yet, if American higher education is to survive the seventies and retain its present quality, states must make a further effort to provide their fair share of the resources needed for the enrollment increase—3 million more students— anticipated for the 1970s. *The Capitol and the Campus* spells out — for every state — how the "fair share" can be determined, how much state governments should spend for postsecondary education on a per capita basis, to what extent states should assist private institutions, what degree of institutional control should accompany grants of public funds, what different kinds of educational programs states should provide, and many other issues.

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5. COORDINATION AND PLANNING · Forms of state coordination · Purposes of coordination · Coordinating agencies and multicampus institutions · Statewide planning.
6. COMPARISONS OF STATE EFFORT · Reason for variations.
7. THE STATE AND THE NONRESIDENT STUDENT · Policies toward nonresident students · Residency criteria · Interstate cooperation.
8. THE STATE AND PRIVATE INSTITUTIONS · Importance of the private sector · Financial status of private colleges · Sources of revenue.
9. PUBLIC AND PRIVATE TUITION LEVELS · Sensitivity of tuition levels · Tuition policy and equality of educational opportunity · State scholarship programs · Public institutional tuition differentials.
10. PUBLIC FUNDS FOR PRIVATE HIGHER EDUCATION · Forms of aid · Constitutional and political feasibility.
11. PUBLIC ACCOUNTABILITY AND INSTITUTIONAL INDEPENDENCE · Public funding and governmental control · Experience with public grants to private institutions · Public accountability · The case for institutional independence · Guarding the guidelines.
12. CONCLUSION.

APPLICATIONS

The Capitol and the Campus is of special interest to members of governing boards and administrators of both public and private institutions offering any kind of training beyond the high school and to members of state legislatures and state boards and commissions charged with responsibility for postsecondary education.

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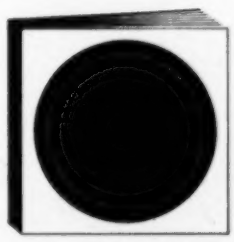

Less Time, More Options
Education Beyond
the High School

Less Time, More Options offers promising proposals that can result in greater freedom and flexibility in higher education at less cost and with no loss in quality. If the recommendations advanced in this report were widely adopted, the time required to earn degrees in college would be shortened; operating costs could be reduced by 10 to 15 percent a year below levels that would otherwise prevail by 1980 and construction costs of higher education could be reduced by as much as $5 billion during the 1970s; more rewarding alternatives to college attendance would be available during youth; educational opportunities would be more appropriate to lifetime interests and more available to more people; and there would be more opportunities for people to assess their progress, change direction in life, or start a new career—if they wanted to.

A DEGREE EVERY TWO YEARS

Less Time, More Options recommends restructuring higher education so that students could qualify for a degree every two years and thus have more points at which to assess their direction, stop-out for work experience, or stop education with formal recognition. The four degree levels proposed are the Associate of Arts (A.A.), the Bachelor of Arts (B.A.), the Master of Philosophy (M.Phil.), and the Doctor of Philosophy (Ph.D.) or the Doctor of Arts (D.A.). The M.Phil. could serve occupations that require more training than the M.A. now represents and offers an assessment point before the doctorate. The new Doctor of Arts degree would qualify students specifically for college or university teaching, leaving rewards for research to the Ph.D.

The number of years spent in acquiring the B.A. can readily be reduced to three (Harvard and other institutions have announced that they are considering this step) and the number of years required to qualify for medical practice can be reduced by one or two years (Johns Hopkins has taken this step)—without sacrificing educational quality. Among the effects of such changes would be a significant increase in the frequency with which places in colleges, universities, and professional schools become open to students and a consequent increase in the number of trained professionals.

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3. THE CURRENT DEGREE STRUCTURE.
4. THE NEW FACTS AND THE NEW FORCES.
5. POSSIBILITIES FOR IMPROVEMENT.
6. RECOMMENDATIONS.
7. RESPONSIBILITIES.
8. GOALS FOR THE FUTURE.
APPENDICES: Model Degree Programs at Several Institutions.

APPLICATIONS

Less Time, More Options is food for serious thought for all persons concerned with curriculum planning, accreditation, admissions, evaluation, and other similar areas of academic responsibilities.

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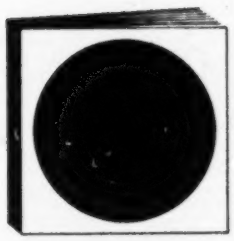

From Isolation to Mainstream
Problems of the Colleges Founded for Negroes

From Isolation to Mainstream is an analysis of the special problems of a small but significant segment of American higher education: colleges founded for Negroes. These institutions were founded to offer blacks access to higher education at a time when segregation was the law of the land. Today they find themselves in a new, and awkward, situation: they must compete with other colleges while carrying added burdens arising from their legacy of segregation and poverty. Few institutions of higher education face deeper challenges to their survival. In one way, at least, their new situation is like the old: it isn't easy. They must overcome long-standing handicaps that include: low socioeconomic status of students, underpreparation for college, restricted career opportunities, and inadequate institutional financial resources. To meet these challenges, *From Isolation to Mainstream* proposes expanding and enriching the educational programs of these colleges and increases in state and federal financial assistance.

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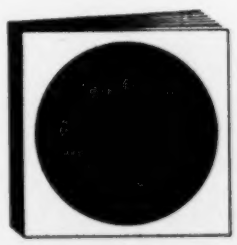
3. A RECORD OF ACHIEVEMENT · Enrollment patterns · Other accomplishments.
4. THE MISSIONS OF THE COLLEGES FOUNDED FOR NEGROES · Shared missions · Unique missions.
5. THE LEGACY OF BLACK ISOLATION.
6. EDUCATIONAL PROGRAMS · Compensatory education · Professional and graduate education · Afro-American studies · Adult and continuing education · Growing to effective size.
7. FINANCIAL CONSIDERATIONS · Educational expenditures are relatively low · Student fees are low · Expenditures on student aid are relatively high · Expenditures for student services are high · Faculty salaries are low · Gifts and endowments · State support · Federal aid · Special costs · The size factor · Recommended federal assistance · The foundations · The business community.
8. COMPETITION AND COOPERATION · Faculty resources · Bridges to specialized instruction · Administrative leadership · Coordination.
9. CONCLUSIONS · Goals for 1980.
APPENDIX: Tables

APPLICATIONS
From Isolation to Mainstream offers important insights and recommendations for everyone—legislators, governing boards, administrators, faculty—involved in higher education for Negroes in the United States.

Price $1.95



Dissent and Disruption
Proposals for Consideration by the Campus

America's campuses can look forward to several more years during which student dissatisfactions will persist and sporadic disturbances—some of them at least as disruptive as the worst ones experienced since 1964—will occur. Campus administrators and their colleagues will be called upon to make difficult decisions. *Dissent and Disruption* can help them plan in advance. This Carnegie Commission's report, generously and attractively supplemented by exhibits and supplemental data, presents a useful discussion of campus unrest and what can be done about it. College or university decisions about campus disruption too often are made during the urgencies of confrontation; the academic tradition of gradual change is eclipsed by the need for quick, decisive action. Campuses should recognize the new realities and should spell out for all campus members—trustees, administrators, faculty, students—the degree of their freedoms and the extent of their obligations. Based on an analysis that examines some previously bypassed facts and contradictions in higher education and which draws upon effective examples at many institutions, this report offers a model bill of rights and responsibilities for a campus.

HIGHLIGHTS OF THE BILL OF RIGHTS AND RESPONSIBILITIES
Four basic points highlight this proposed bill of rights and responsibilities: (1) members of the campus enjoy the same basic rights and are bound by the same responsibilities as are all citizens; (2) they have additional responsibilities based upon the nature of the educational process and the requirements of the search for truth and its free presentation; (3) the institution and its agencies and divisions have rights and responsibilities of their own; and (4) all members of the campus have a right to fair and equitable procedures to determine the validity of charges of violation of campus regulations.

A brief sampling of the rights and responsibilities that stem from these four basic principles can hardly do justice to the comprehensive nature of this report, but it will help to clarify some of the specific areas of concern:
- The campus is not a sanctuary from the general law.
- The campus does not stand *in loco parentis* for its members.
- Free inquiry implies that no research which produces results which must be kept secret should be conducted on the campus.
- Trustees should protect the integrity of the academic process from external and internal attacks.
- The institution has the right and obligation to protect its members from physical harm, its property from damage, and its academic and administrative processes from interruption.
- The institution has the right to formulate regulations for all its members and to impose sanctions for violations of those regulations.

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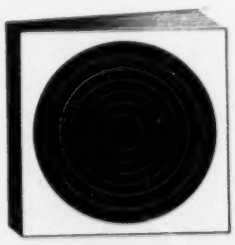
2. DISSENT VERSUS DISRUPTION.
3. MANY PROBLEMS, MANY INDIVID-

UALS, MANY CAMPUSES.
4. A BILL OF RIGHTS AND RESPONSIBILITIES FOR MEMBERS OF THE CAMPUS.
5. CONSULTATION AND CONTINGENCY PLANNING · Grievances · Rules · Authority and consultation · The range of alternatives · A campus is not a sanctuary · Police relations · Campus closure.
6. PROCEDURES FOR DETERMINING VIOLATIONS OF CAMPUS REGULATIONS AND ASSESSING PENALTIES · Where should alleged violations be handled? What procedures should be used by a campus?
7. CONCLUDING NOTE.

APPLICATIONS
Dissent and Disruption is offered as a manual for any member of a campus who is concerned with protecting constructive and legal dissent and avoiding disruption, which is destructive and illegal. Among its exhibits and appendices are excerpts from relevant statements by many higher education, civil rights, and legal associations and by many respected individual writers. The recommendations of several commissions and task forces on campus unrest are submitted in a form that simplifies their comparison. Over 100 pages of sample bills of rights are presented. This report, therefore, will be a welcome and often used reference for administrators, faculty members, trustees, students, campus policemen, legislators, judges, attorneys, and anyone else who must make decisions in this critical area of campus life.

Price $4.95



New Students and New Places
Policies for the Future
Growth and Development
of American Higher Education

Knowing how many students American higher education will be expected to serve in various types of colleges and universities in the coming decades is absolutely fundamental to intelligent planning. *New Students and New Places* presents the results of the Carnegie Commission's comprehensive analysis of anticipated enrollments and institutional capacities to the year 2000 and suggests the number of and kinds of new colleges that will be required to accommodate them.

A VIEW OF THE FUTURE
Actually, in this report the Commission makes two alternative enrollment projections. The first is based upon past and current trends and shows enrollments of 8,500,000 for 1970; 13,500,000 for 1980; and 17,400,000 for the year 2000. The second estimates assume implementation of major recommendations of the Carnegie Commission to date together with other observable trends—particularly in patterns of school attendance and manpower demands of the nation. According to the second estimate, enrollments will rise to 12,500,000 in 1980; 12,300,000 in 1990; and 16,000,000 in the year 2000.

To accommodate the expanding enrollments under either projection, the Commission recommends establishment of 175 to 235 additional community colleges and 80 to 105 additional comprehensive colleges by 1980.

This keystone report of the Commission also suggests optimum sizes for different kinds of institutions and recommends further consideration and development of consortia and federations of colleges to obtain optimum effectiveness and counteract undesirable effects of institutional gigantism. It also urges continued effort to provide more options for educational experiences both on and off the campuses and makes a strong plea for continued diversity in American higher education, especially through adequate support of the nation's private colleges.

CONTENTS
1. MAJOR THEMES.
2. AMERICAN HIGHER EDUCATION TODAY · Explosive growth · Enrollment rates · The wide variety of institutions · Race · Socioeconomic status · Sex · Regional diversity · Metropolitan and nonmetropolitan areas · International comparisons of enrollment rates.
3. THE FUTURE OF HIGHER EDUCATION: THE QUESTIONS TO BE EXAMINED.
4. THE FUTURE OF HIGHER EDUCATION: ASSUMPTION A—LARGELY UNINHIBITED GROWTH · Enrollment increases · Enrollment changes by type of institution.
5. THE FUTURE OF HIGHER EDUCATION: ASSUMPTION B—CARNEGIE COMMISSION GOALS AND OTHER INFLUENCES · Constructive change · Alternative enrollment estimates · Cost estimates.
6. THE GROWTH OF INSTITUTIONS · Optimum size · Cluster colleges · Federations and consortia · Preserving and encouraging diversity.
7. NEEDS FOR NEW INSTITUTIONS · Introduction · Needs for new urban institutions · Other needs for new institutions.
8. TOWARD MORE FLEXIBLE PATTERNS OF PARTICIPATION IN HIGHER EDUCATION · The need for reform in traditional types of adult higher education · External degrees and The Open University of Britain · Similar developments in the United States.
9. SUMMARY.
APPENDICES.

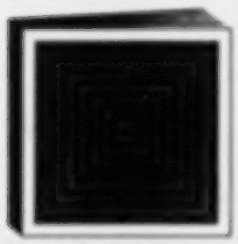
APPLICATIONS
New Students and New Places is a basic source of data and projections needed by planners and policy makers in higher education, whether they are at college or university campuses or operate at the state or federal levels.

Price $3.50

2

PART TWO
SPONSORED RESEARCH REPORTS

The Commission benefits from the experience and wisdom of many investigators in the social and behavioral sciences who have been enlisted in its endeavors. They come not only from the United States, but also from several other nations. Their findings and views are their own and are not necessarily endorsed by the Commission, but their reports constitute valuable input to the Commission's deliberations. The reports are shared with general readers through cooperative publication by the Commission and McGraw-Hill Book Company. Reports that have been published before October 1, 1971 are summarized on the following pages.



From Backwater to Mainstream
A Profile of Catholic Higher Education
Author: Andrew M. Greeley

Today nearly half a million of America's college students are enrolled in Catholic institutions. There they receive, according to some accounts, a vision of the meaning of life that has persisted uncorrupted and unchanged since St. Peter's day. Or so goes the myth. But in *From Backwater to Mainstream*, a study of 350 institutions of higher education affiliated with the Roman Catholic Church, Andrew M. Greeley explodes the myths and reveals that Catholic institutions, like their non-Roman counterparts, are as diverse as American higher education itself. They lend to American higher education no small part of its much-lauded diversity. And unless these colleges and universities of the Catholic "system" survive the financial crises in which many of them are now embroiled, higher education in America will lose one of its great resources for the advancement of the humanistic and philosophical disciplines. Too, it cannot be ignored that, despite tremendous changes in the Church itself, graduates of Catholic colleges remain more satisfied with their education and more loyal to their colleges than do alumni of other institutions.

A UNIQUE POTENTIAL

Father Greeley brings to *From Backwater to Mainstream* a perspective that combines a familiarity with Catholic institutions acquired from within the church and a scientific detachment that is part of his discipline as a social scientist. He argues that Catholic institutions of higher education can assume "the leadership role in experimental innovation of the so-called developmental variety." By this he means "education which attempts to integrate the intellectual development of the young person with the development of other facets of his personality."

CHANGING NEEDS

Like all American colleges and universities, Catholic institutions have to adapt to the changing needs in American society; they also have to adjust to the changes that occur in non-Catholic institutions. To make this adjustment especially difficult, these schools have to take into account three recent developments: (1) the trend toward secularization—for example, in the form of laicization of boards of trustees; (2) the financial problems which have become so acute that their very survival is threatened—even the strongest of the schools may not survive beyond 1980 without a little help from their friends in the government and the foundations; (3) the continuing debate about whether there ought to be a separate Catholic educational system at all.

Greeley addresses these and other problems in his in-depth study of Catholic higher education. He does not, however, fail to recognize some of the interesting and outstanding achievements of such institutions as Immaculate Heart College, St. John's University in Minnesota, and some of the schools run by the religious of the Sacred Heart. *From Backwater to Mainstream* offers an insight into a special and valuable group of institutions. It gives eloquent expression to a new concern for the problem of making Catholic colleges and universities and their half-million students more integrally a part of the mainstream of American higher education—without sacrificing their unique contributions.

CONTENTS

1. INTRODUCTION AND HISTORICAL BACKGROUND · Introduction · Trends in the history of Catholic higher education.
2. ATMOSPHERE OF CATHOLIC COLLEGES.
3. STATISTICAL OVERVIEW · Sponsorship · Faculty and administration · Libraries · Degrees conferred · Students · Average characteristics · Finances · Conclusion.
4. GOALS AND FUNCTIONS.
5. THE RESULTS OF CATHOLIC HIGHER EDUCATION · Career choices · Academic performance · Religion · Politics · Social and religious consequences of Catholic higher education · Conclusion.
6. CATHOLIC ALUMNI AFTER SEVERAL YEARS.
7. PROBLEMS OF CATHOLIC HIGHER EDUCATION · Public image · Sponsorship · Relationship with the Church · Faculty · Administration · Students · Interinstitutional cooperation · Financial problems · Conclusion.
8. A TALE OF FOUR SCHOOLS · Holding the line · The burden of a medical school · Survival—by the skin of their teeth · Miracle school.
9. PROSPECTS FOR THE FUTURE.
COMMENTARY by David Riesman.
APPENDIX: Catholic Institutions of Higher Education in the United States.

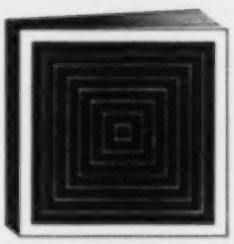
APPLICATIONS

From Backwater to Mainstream is recommended to administrators, faculty members, trustees, and students of Catholic institutions, for what they can learn about themselves. The same groups in non-Catholic private and public institutions will find that they have much in common with their Catholic institution counterparts. Public servants are urged to learn from it what they can do to strengthen an important and imperiled tradition in American higher education.

THE AUTHOR

Andrew M. Greeley is a Catholic priest who is program director at the National Opinion Research Center, University of Chicago.

Price $6.95



Colleges of the Forgotten Americans
A Profile of State Colleges and Regional Universities
Author: E. Alden Dunham

This book, selected by the American Council on Education as "Book of the Year" for 1970, examines 279 institutions that enroll 21 percent of the nation's students and educate nearly half of its teachers. Dunham writes it with a warmth, humor, and insight that is all too rare in scholarly studies. Central to his critique is a concern for the quality of undergraduate education and teacher preparation as these fast-growing institutions enroll more and more students and compete with established universities for a bigger share of the public largesse. There is a strong and rapid movement of these schools toward emulation of the multipurpose university. In the race for prestige and research dollars, undergraduate teaching and teacher preparation, once the main function and purpose of these institutions, are in danger of being neglected. Although to these institutions has fallen the vital task of educating the middle-class backbone of this nation—"the forgotten Americans"—this purpose is being subverted by the very nature of the system. One solution proposed by Dunham—one which presupposes some deep and far-reaching changes—is a new degree specifically for college and university teaching, the Doctor of Arts.

A REAL DANGER
From the text: "State colleges and regional universities have traditionally been teaching institutions concerned about accepting students as they are and working with them. The large group of students now benefiting from this tradition will suffer as these institutions move along the spectrum toward multipurpose university status, focusing interest and money on the upper-division and graduate levels, with a resulting decline in the quality of lower-division programs. I am not saying that these interests are all bad, rather that they call for a new look at institutional purpose and structure."

Part of that new look is a provocative and useful social analysis of America in transition from industrial revolution to post-industrial revolution and the accompanying shift away from traditional middle-class values and goals. The state colleges, which have epitomized middle-class America, must change or find themselves increasingly irrelevant. Dunham argues that, "If we are at a major turning point in our history, colleges should take the lead in helping young people define the values that will give shape and form to society."

CONTENTS
1. TO FRAME THE TARGET: THREE STUDIES · Kansas State Teachers College at Emporia · State University College at Brockport, New York · Western Michigan University, Kalamazoo.
2. SOME HISTORY AND NUMBERS · AASCU members: enrollments and teachers produced.
3. EDUCATIONAL PRESSURES: INTERNAL AND EXTERNAL · Internal pressure: from softness to hardness · External pressure: California · New York · New Jersey · Illinois · Ohio and Maine · North Carolina.
4. THE FINANCING OF STATE COLLEGES, BROADWAY THEATER, AND GOURMET RESTAURANTS · Income and expenditures · The financial pinch · Endowment and tuition · Relationship between size and cost.
5. ONE END OF THE LOG—STUDENTS · Traditional student culture · Changing student values · Athletic talent · Academic talent · Freshman profile: 1968 · A measure of campus atmosphere.
6. THE OTHER END—FACULTY · Albany: the tensions of growth · Faculty ambitions · Governance: senates, collective bargaining, unionization · AASCU faculty profile · Faculty salaries.
7. WHAT SHALL BE TAUGHT? · What isn't taught · Bachelor's and master's programs · Teacher education · The transfer problem · Curriculum reform.
8. THE URBAN CRISIS · The response of AASCU institutions · The risks · Black student demands · Federal City College · Metropolitan State College, Denver · California State College, Los Angeles · Cleveland State University · City University of New York · San Francisco State College.
9. SEVEN YEARS LATER—ALUMNI.
10. A RADICAL RECOMMENDATION · The question of model · The culprits · A new doctoral degree · Possible benefits · Toward a unique role.
COMMENTARY by David Riesman.
APPENDICES.

APPLICATIONS
Colleges of the Forgotten Americans should be read by faculty members and administrators, graduate students and trustees of state colleges and regional universities. It is a useful reference for members of government agencies with responsibility for state colleges, and for everyone seriously concerned with the future of undergraduate teaching and teacher education.

THE AUTHOR
E. Alden Dunham is executive associate of the Carnegie Corporation of New York. He was an assistant to James B. Conant in his famous studies of American education and served as director of admissions at Princeton University from 1962 to 1966.

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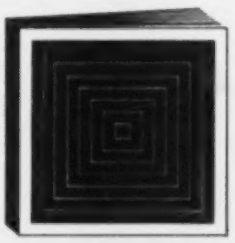

State Officials and Higher Education
A Survey of the Opinions and Expectations of Policy Makers in Nine States
Authors: Heinz Eulau and Harold Quinley

In this book politicians talk about higher education—its problems, its cost, its development, its potential for the future. The chapters are packed with excerpts from politicians' responses to a painstakingly detailed and highly relevant interview schedule devised by the authors. The importance of their remarks is great: 70 percent of the nation's students are

enrolled in publicly supported institutions, and the attitudes and opinions of legislators can be one of the greatest single influences on the quality and availability of education in such schools.

DIVERSITY

The states selected for this survey exhibit great contrasts and diversity in economic development, social and ethnic stratification, political structure, and popular attitudes as reflected in the goals which the states set for their colleges and universities. Some of the states in the survey (California, Texas, New York, Illinois, and Pennsylvania) have large and complex systems of higher education; others (Iowa, Kansas, Kentucky, Louisiana) have less complex systems usually because they have fewer people and little money.

One thing that emerges from this study is the concern most public officials have for higher education. They are generally well informed and consider support for public colleges and universities among their highest duties. Their faith in higher education, awareness of its problems, and understanding of its needs constitute one of the great sources of strength of higher education in the United States. *State Officials and Higher Education* offers a detailed and faithful presentation of their concern.

CONTENTS

1. STATE PATTERNS: BACKGROUND TO INTERVIEWS · California · Illinois · Iowa · Kansas · Kentucky · Louisiana · New York · Pennsylvania · Texas.
2. PROSPECTS AND PROBLEMS · General satisfaction with higher education · General appraisal · Comparison with other states · Major problems in higher education.
3. INFORMATION AND PRESSURES · Factors affecting the flow of information · The effective locus of decision making · The legislator's formal position · School in district · Personal involvement · Satisfaction with the flow of information · Need for more specific information · Complaints about time pressures · Suggestions for better coordination · On being on the outside · On being on the inside · Political obstacles · Constituencies and clienteles.
4. CONTROL AND OVERSIGHT IN HIGHER EDUCATION · The proper role of legislative control · Legislative ability to oversee · The role of the executive branch · Legislative interference in academic affairs · Conclusion.
5. FINANCING HIGHER EDUCATION · Money: a major problem · Competition for the tax dollar · Additional funding needs: priorities · Suggested solutions to money problems · Tuition and fees · Taxpayers' willingness to pay · Dilemmas of the private institutions.
6. LEGISLATORS AND ACADEMICIANS · Attracting and retaining faculty · The issue of faculty salaries · The issue of faculty work load · Faculty participation in public affairs · Conclusion.
7. THE JUNIOR COLLEGE PHENOMENON · The multiple functions of the junior college · The perceived advantages of the junior college · The coordination of the junior colleges · Conclusion.
8. STUDENT UNREST: CAUSES AND CURES · Causes of student unrest · The cures · The legislature and student unrest · Legislators under pressure.
9. THE UNIVERSITY AND SOCIETY · Universal public education · Aid to minority and low-income groups · Urban extension centers · Meeting the states' professional needs · Higher education and economic development · Conclusion.
10. PLANNING AND THE FUTURE · The issue of a master plan · The future: short view · Recommendations for meeting demand · Expansion of facilities · Private institutions and junior colleges · New campuses in urban areas · Differentiation and specialization · Financial efforts · The future: long view · Conclusion.

COMMENTARY by David D. Henry.
APPENDIX A: Interview Schedule.
APPENDIX B: Letter of Invitation.

APPLICATIONS

State Officials and Higher Education is a valuable survey of the way elected public officials feel about higher education, about the pressures to which they must respond in relation to it, and about their concern and sensitivity. The story is told in large part in their own words and is an important one for those whose institutions depend upon public officials for support and good will.

THE AUTHORS

Heinz Eulau is professor of political science at Stanford University and has authored several outstanding books on the political process and its analysis. Harold Quinley is assistant professor of political science at Brown University.

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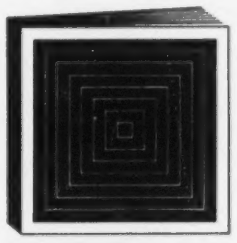

Academic Degree Structures: Innovative Approaches

Principles of Reform in Degree Structures in the United States

Author: Stephen H. Spurr

Nine hundred years ago the conferring of degrees was a relatively simple matter: a degree was given to a student who had passed the necessary examinations and had been formally admitted to the guild of teachers. What the degree represented was also clear: the student who earned it had been admitted to the faculty of the university by the faculty of the university. The number of universities was only slightly greater than the number of degrees: a university at Paris and one at Bologna, and one degree, either master or doctor (they were interchangeable) at each institution. By 1960, however, the number of degree titles had risen to 2,400 in the United States, and what these 2,400 degrees represent was not a matter of general agreement.

A MODEST PROPOSAL

Stephen H. Spurr believes that the complexity and needless duplication characteristic of American degree structures actually inhibits the progress of American students and restrains full development of their potential. He advocates in *Academic Degree Structures: Innovative Approaches* a system by which we can keep our degrees few in number and broadly defined—a change that he regards as essential if we are to keep our educational system adaptable and evolutionary and maximize educational opportunities.

His extensive investigation and analysis embraces centuries of development, an international overview, and a thorough analysis of each level of certification that prevails in American higher education today. On the basis of these studies the author develops a set of sweeping proposals for change which he offers as one approach toward much-needed reform of higher education in America. In his view "the formalities of our academic degree structures are important only to the extent that the form can influence the educational process itself. Nomenclature and regulations are important only in the effect that they have on the faculties, the students, and prospective employers." He believes that revisions such as he proposes "may well result in the improvement of our system of higher education."

CONTENTS

1. ACADEMIC CERTIFICATION AND DEGREE STRUCTURES · Academic certification · Terminology · Rights conferred by certification · Degree structures.
2. THE DEVELOPMENT AND NOMENCLATURE OF ACADEMIC DEGREES · Origin of academic degrees · Development of American degree usage · Degree nomenclature · Recommendations.
3. A THEORY OF ACADEMIC DEGREE STRUCTURES · The ideal · Successful and unsuccessful degree structures · Hypothesis · General principles · Levels of academic accomplishment.
4. SECONDARY SCHOOL—UNIVERSITY ARTICULATION · Development of current admission practices · Present admission requirements · Efforts to change articulation · University admissions in western Europe · Recommendations.
5. THE ASSOCIATE'S DEGREE · History · Current usage · Curricula · Suggested universal usage · Degree or certificate.
6. THE BACHELOR'S DEGREE · Types of bachelor's degrees · Evolution of the B.A. in the United States · Present curriculum in the liberal arts · Distinction between the B.A. and the B.S. · Changes in the liberal arts baccalaureate · Recommendations.
7. THE MASTER'S DEGREE · Evolution of the master's degree · Number and nomenclature · The master's degree in the liberal arts · Professional master's degree · Recommendations.
8. INTERMEDIATE GRADUATE DEGREES IN THE LIBERAL ARTS · The two phases of the American Ph.D. · Development of interest · Doctor of arts · Master of philosophy · Candidate in philosophy · Doctor of philosophy · Principles governing intermediate degrees · Effect on the Ph.D. · Present status · Nomenclature · Recommendations.
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10. THE DOCTOR OF PHILOSOPHY DEGREE · Evolution of the Ph.D. · Current status of the Ph.D. · The drag-out problem · The dropout problem · Critique of the Ph.D. · The four-year Ph.D. · The structured Ph.D. · The shorter dissertation · The Ph.D. as degree program for college teachers · Recommendations.
11. OTHER DOCTOR'S DEGREES · Doctorates in the creative arts · Doctor of education · Doctoral programs for college teachers · Multiple doctorates · Doctor of arts · Doctor of science · Professional doctorates.
12. POSTDOCTORAL RECOGNITION · Postdoctoral study · Higher doctoral degrees · Honorary degrees · Recommendations.
13. DEGREE STRUCTURES IN SELECTED EUROPEAN COUNTRIES · England and Wales · West Germany · France · Italy · U.S.S.R. · General comments.
14. A PROPOSED GENERALIZED SYSTEM OF DEGREE STRUCTURES · Degree levels · Reduction of number of levels.
APPENDIX: Alphabetical list of persons interviewed.

APPLICATIONS

Academic Degree Structures: Innovative Approaches is of interest to accrediting agencies, curriculum planning committees, academic deans, faculty members, graduate students, and everyone else who shares with the author the belief that adoption of a simplified system of certification is essential to the realization of American higher education's potentials.

THE AUTHOR

Stephen H. Spurr is dean of the Horace H. Rackham School of Graduate Studies at the University of Michigan and vice-president for development of the Flint and Dearborn campuses of that university.

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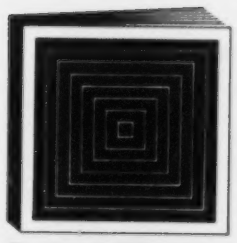

Recent Alumni and Higher Education
A Survey of College Graduates
Authors: Joe L. Spaeth and Andrew M. Greeley

This extensive study provides useful and often surprising information about alumni—the least studied, but most numerous "constituency" of higher education. The findings reveal what alumni of the class of 1961 say about how closely their lives and careers have matched their expectations, about how their experience in college prepared them for life, about whether they would send their own children to their alma maters, about what kind of improvements they would recommend at their institutions, and about many other issues relevant to educational planning.

SOME RESULTS

The authors found that recent alumni tend to favor liberal, as opposed to vocational education, and that they frequently express regret that they did not choose a more humanistic curriculum themselves. They support student participation in the decision-making process of colleges, but are mixed in their reactions to student protest. They are most likely to be registered Republicans (43 percent), and they are nearly as likely to be Independents (26 percent) as Democrat (29 percent). As a group, they are politically "moderate," leaning slightly to the left. Their financial contributions to higher education are as yet minimal.

Special attention is given to the factors that determine who attends college and the role of college attendance in career planning and occupational attainment.

Spaeth and Greeley conclude that "Alumni seem to be criticizing college experience on two counts: it did not contribute enough to their cognitive development, and it was not sufficiently aware of the personality development to

which their intellectual training was supposed to contribute. . . Curiously enough both [recent alumni and today's undergraduates] frequently seem to be asking for exactly what the college catalogs promised. If higher education institutions are being criticized, they are being criticized on their own values. . . The college's perceived contributions to value formation seem to be the strongest predictor of alumni satisfaction after seven years."

The final chapter of this volume contains a forceful argument that faculty and administrators dedicate themselves to the goals of liberal education.

CONTENTS
1. THE CLASS OF 1961.
2. THE GOALS OF HIGHER EDUCATION · Indices of college goals · Correlates of college goals · Summary and conclusion.
3. COLLEGE AND CULTURE · Participation in cultural activities · Attitudes on science and technology · Indices of cultural activities · Correlates of cultural activities · Antiexperts index · Summary.
4. MEMORIES OF ALMA MATER · Alumni attitudes toward their college · Measures of attitudes toward college · Correlates of attitudes toward college · Value formation · The alumni speak for themselves · Summary and conclusion.
5. REFORM OF HIGHER EDUCATION · Courses alumni would take now · What they would have done differently · Student involvement · Miscellaneous opinions · College for their children · The alumni speak for themselves · Summary · Conclusion.
6. POLITICAL AND SOCIAL ATTITUDES · Party affiliation and political orientation · Attitudes toward current issues · Support for militancy · Conclusion.
7. FINANCIAL CONTRIBUTIONS TO ALMA MATER · Correlates of giving · Some determinants of giving · Summary and conclusions.
8. THE TRANSITION FROM HIGH SCHOOL TO COLLEGE · Occupational prestige · Path analysis · College attendance and occupational career plans · Summary.
9. HIGHER EDUCATION AND OCCUPATIONAL ATTAINMENT · Determinants of occupational attainment · Prestige expectations · Occupational attainment seven years after graduation · Summary.
10. THE PRESENT STATE OF HIGHER EDUCATION.
COMMENTARY.

APPLICATIONS
Recent Alumni and Higher Education is offered specifically to those charged with planning and implementing educational innovations in the 1970s with the hope that higher education will be better able to deliver what its clients expect of it. It also is interesting reading for anyone who has attended college and wants to compare the attitudes of this generation of alumni with his own.

THE AUTHORS
Joe L. Spaeth is associate professor of sociology and research associate professor in the Survey Research Laboratory, University of Illinois at Urbana-Champaign. Andrew M. Greeley is program director at National Opinion Research Center, a sociologist, and a Catholic priest.

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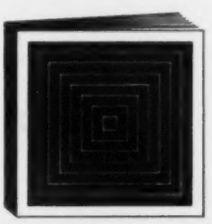

Change in Educational Policy
Self-Studies in Selected Colleges and Universities
Author: Dwight R. Ladd

"Know thyself" is still pretty good advice, for institutions of higher education no less than for individuals. The need for self-knowledge was brought painfully home to many institutions during the turbulent decade of the 1960s. What these institutions found out about themselves, how they found it out, and what they tried to do about it are the substance of this thoroughgoing study. In the course of this investigation the author was led to a larger question: *how do institutions of higher learning have to be organized to change when demands and conditions warrant change?*

WHAT KINDS OF CHANGES?
Change in Educational Policy not only analyzes *how* change was attempted at eleven institutions (Berkeley, New Hampshire, Toronto, Swarthmore, Wesleyan, Michigan State, Duke, Brown, Stanford, Columbia, and UCLA), but also explores the major areas in which educational policy change has come to be most necessary: at the top of the list is classroom teaching and the long-standing issue of general versus special education. Other items on the agenda are advising or counseling, the major, academic work loads, grading, and organizational and administrative matters. Many of the problems unearthed in nearly all of the institutions who studied themselves are long-standing and long deplored:
• There was ready agreement that the quality of teaching should be improved.
• Advising procedures should be more effective.
• Opportunities for members of the college community to work together and develop natural and constructive relationships should be expanded at all ranks and levels.
• Curricula should be more flexible.
• Grading should be less threatening and should give students a better sense of their standing, strengths, and shortcomings.

It is true that at many institutions these problems have achieved the status of clichés—although they remain problems. The task of converting platitudes into policies, and policies into practices, has required tens of thousands of man hours from the schedules of professors who are already too busy. In a provocative final chapter, the author considers whether or not American colleges and universities are, after all, truly susceptible to significant change. The author believes that the necessary conditions for change cannot be brought about in a short time—but with self-discipline and responsibility in the use of power, we can begin.

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1. INTRODUCTION · Sources and procedures · The plan of the report.
PART ONE: SELECTED CASE STUDIES.
2. UNIVERSITY OF CALIFORNIA AT BERKELEY · Origin of the study · Selection of the committee · Work of the committee · Summary of the recommenda-

tions • Overall impact of the recommendations • Consideration of the report • Overall results.
3. UNIVERSITY OF NEW HAMPSHIRE • Origin of the study • Selection of the committee • Conduct of the study • Summary of the recommendations • Overall impact of the proposals • Consideration of the report • Overall results.
4. UNIVERSITY OF TORONTO • Origin of the study • Selection of the committee • Operation of the committee • Summary of the recommendations • Overall impact of the recommendations • Consideration of the recommendations • Overall results • Commentary.
5. SWARTHMORE COLLEGE • Origin of the study • Makeup of the commission • Conduct of the study • Summary of the recommendations • Overall impact of the proposals • Consideration of the committee report • Overall results • Commentary.
6. WESLEYAN UNIVERSITY • Origin of the study • Conduct of the study • Achievements • Commentary.
7. MICHIGAN STATE UNIVERSITY • Origin of the study • Selection of the committee • Conduct of the study • Summary of the recommendations • Consideration of the report • Commentary.
8. DUKE UNIVERSITY • Origin of the study • Selection of the committee • Committee operation • Summary of the recommendations • Overall impact of the proposals • Consideration of the report • Overall results • Commentary.
9. BROWN UNIVERSITY • The Magaziner report • Specific proposals • The Stultz Committee • The post-Stultz interlude • The Maeder Committee • Specific proposals • Faculty action • Commentary.
10. STANFORD UNIVERSITY • Origin of the study • Establishment of a senate • Preliminary decisions • Summary of the recommendations • Conduct of the study • Consideration of volume II • Overall results • Commentary.
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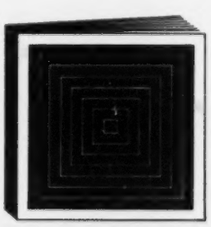
15. CURRICULUM: THE MAJOR AND OTHER MATTERS • The major • Introductory courses • Upper-level courses • Independent and field study • Freshman seminars • Grading • Academic work loads • Conclusion.
16. ORGANIZATION AND ADMINISTRATION.
17. THE PROCESSES OF CHANGE • The institutional climate • The committees • Involvement • The reports • Leadership • Institutional size and character.
18. THE LIMITS OF COLLEGIALITY.
COMMENTARY by Katharine E. McBride.

APPLICATIONS
Change in Educational Policy offers highly useful information on methods and processes of institutional self-study. It describes and evaluates the educational policy changes that emerged from these studies and it is a valuable addition to the library of any person who is or would like to be involved in institutional self-study and policy change.

THE AUTHOR
Dwight R. Ladd is professor of business administration at the University of New Hampshire and was chairman of the ad hoc committee that undertook studies of educational policy at that institution.

Price $6.95



Graduate and Professional Education, 1980
A Survey of Institutional Plans
Author: Lewis B. Mayhew

In this report, Lewis B. Mayhew examines the graduate programs of developed and developing institutions all over the United States. Many institutions report a flood of unsolicited job applications from recent Ph.D. awardees, even in fields for which no applicants could be found as recently as 1967. Despite this abundance of Ph.D.s, and even though the most urgent priorities are for expanded educational opportunity and improved programs at the undergraduate level, Mayhew finds that the graduate school is the fastest-growing segment of higher education, "expanding at an even more rapid rate than junior college enrollment."

FORCES FOR EXPANSION
Mayhew says the number of Ph.D.s tripled between 1960 and 1970, and will do so again by 1980 if present trends continue. There are nine forces that have contributed to this expansion: (1) demands for highly trained manpower; (2) expansion of scholarly disciplines; (3) recruitment of faculty; (4) demands of faculty; (5) presidential aspirations; (6) the role and scope of master plans; (7) the availability of support or space; (8) political considerations; and (9) discrete forces such as the presence of a superstar scholar or students' fear of the draft pushing them into graduate education. Of course, to institutions that aspire toward comprehensive university status (the ones Mayhew labels "developing" institutions), there are also barriers to expansion. They include inadequate finances and shortages of qualified faculty.

EXPECTATIONS
Mayhew recognizes that whether expectations of graduate school expansion will materialize depends largely on such things as support and student demand, but reminds us that, whether they materialize or not, expectations do indicate a significant change in the intellectual climate. With this disclaimer, he offers a few generalizations about what will be happening in graduate education between now and 1980.
• Although the largest number of *existing* doctoral programs are in the physical and social sciences, we can look for *new* programs in languages and the humanities to outnumber them.
• The same pattern does not, and will not, hold for master's degree programs. Presently in the top positions are programs in English, history, mathematics, chemistry, biology, physics, psychology, and music. Most new programs are being planned in economics, sociology, psychology, art, French, German, and (again) music.
• Faculty shortages in all but a few fields will persist well into the 1970s and prob-

ably beyond.
• The amount of faculty time spent on research will increase to a point where a normal faculty member in a comprehensive university, regardless of his field, will spend between one-third and one-half of his time on research.
• Operating budgets will double or triple over the decade of the 1970s.
• The proportion of funds from federal sources will increase in the form of direct institutional grants, fellowships for students, and funds for facilities, in that order.
• Generally, all institutions expect that by 1980 over half of their doctoral students will be receiving financial aid.

IMPLICATIONS
Related to the possibility of a surplus of Ph.D.s is the prediction that a new teaching doctorate will be introduced. Many institutions in Mayhew's survey mentioned such a degree but few showed an active interest.

The quality of graduate education itself may suffer as developing institutions, without long experience in graduate education, grope toward a research orientation.

Unprecedented and sudden expansion is bound to produce internal tensions between teaching-oriented faculty and research-oriented faculty, as well as external tensions with statewide coordinating agencies.

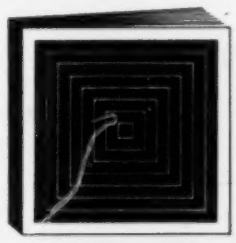
Mayhew gives all of these implications full treatment in this perceptive survey.

CONTENTS
INTRODUCTION
ANTICIPATED EXPANSION OF GRADUATE EDUCATION · Plans by types of institutions · Forces for expansion of graduate and professional work · Barriers to expansion · Expectations of developing institutions · Progress to be expected · Related expectations · Institutional profiles · Implications of expectations.
REFERENCES.
APPENDIX: Rank Order of Master's and Doctoral Programs Offered and to be Offered by 1980.

APPLICATIONS
Graduate and Professional Education, 1980 belongs in the libraries of members of statewide coordinating boards, governing boards of both public and private institutions; of administrators and faculty members of established universities and institutions in transition, and of graduate students who want to know which way the wind is blowing.

THE AUTHOR
Lewis B. Mayhew is professor of higher education at Stanford University, a recent president of the American Association for Higher Education, and one of the most experienced and respected observers of higher education in the United States.

Price $3.95



The American College and American Culture
Socialization as a Function of Higher Education
Authors: Oscar Handlin and Mary F. Handlin

This is a small treasury of information and insight that explores the changing roles of American colleges and universities over the past three centuries. Its special concern is the function of socializing students, a role that is seldom flaunted, but is at the heart of the relationship between the colleges and the society they serve.

The authors remind us that America's first colleges were established in response to a need to provide instruction for "home-grown" lawyers, doctors and a learned ministry. Beyond that instruction, early colonials failed to see much value in advancing learning. But they could appreciate the fact that colleges provided a disciplinary training ground for rambunctious youth and that function, in one guise or another, has had a place in American higher education ever since. However, radical alterations have occurred along the way.

After the Revolution, some American citizens began to appreciate the place of a learned magistracy and an informed populace in a nation's life. Producing them was a task that gave new dimensions to the rationale advanced in support of colleges.

During the intense period of industrialization that came after 1870, Americans demanded that colleges prepare their graduates for careers. The ensuing half century saw colleges and universities not only begin to train professionals in graduate schools, but gradually come to control entrance into an ever-widening range of occupations. At the same time, colleges were asked to give their graduates a code of behavior and a sense of the national culture which, while not religious in orientation, were consistent with Christian values. The efforts of colleges to satisfy these demands were most obvious in the content of general courses offered by their undergraduate departments. These efforts were strongly augmented by nonacademic components of campus life, such as fraternities and sororities, intercollegiate athletics, and an impressive array of other student activities encouraged by the institutions.

Over the years that spanned the Great Depression, wars, efforts to bring about fundamental social changes, and spectacular advances in technology, problem solving became a national preoccupation. Colleges and universities grew. Faculties came to exert more influence over the complex workings of their institutions; demands for educated workers mounted; and scholarship became the ascendant endeavor on the campuses. During this period, colleges and universities were expected to continue to assume responsibility for the care and socialization of the young. But the young who were entrusted to the colleges were not only more numerous than ever before, but also more diverse in their origins and attitudes, and less susceptible to control and motivation by traditional means. And, as the authors conclude, "... the task had grown all the more difficult because a prosperous society immersed in sensation, easily swept by currents of irrationality, deeply puzzled by questions of national purpose, and uncertain about the content of the happiness it pursued was

incapable of developing a consensus about the model toward which the young should be socialized."

CONTENTS
1. A STATEMENT OF THE PROBLEM · Early forces in growth · The socializing function.
2. COLONIAL SEMINARIES, 1636–1770 · Puritanism and learning · The quest for funds · The value of the degree · The discipline of youth · College organization · The curriculum · The argument of utility.
3. REPUBLICAN CULTURE, 1770–1870 · The effects of the revolution · Expansion and youth · The proliferation of colleges · Justifying college education · *In loco parentis* · Student life.
4. THE CUSTODIANS OF CULTURE, 1870–1930 · The social context of higher education · Custodians of culture · The college man · Studies for the college man · Variations of the college theme · Collegiate unrest.
5. THE DISCIPLINE OF SCHOLARSHIP, 1930–1960 · Postwar boom · Curriculum reforms · The changing student body · The explosive sixties.

APPLICATIONS
The American College and American Culture is addressed to all those concerned with the questions of whether the role of substitute parent is proper for the modern scholar; whether expertise in a discipline is alone enough to warrant selection for faculty; and whether some of the overlooked functions of higher education —of which socialization is one—should not be examined more critically in higher education's search for future direction.

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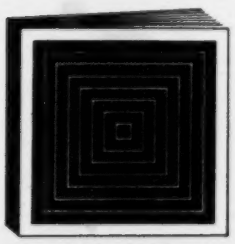

Bridges to Understanding
International Programs of American Colleges and Universities
Authors: Irwin T. Sanders and Jennifer C. Ward

Recognition that the major problems of the day are "human, worldwide—not just American—problems" is growing, but international studies are still underdeveloped on most college and university campuses. Even present levels of activity, to say nothing of urgently needed improvement, are jeopardized by financial, organizational, and other difficulties. Several millions of dollars in federal funds that were approved by Congress have not been appropriated. Institutions that once had reason to anticipate help from the federal government have had to revise their international education plans and expectations. As if the lack of money weren't enough, there are additional problems that stem from shortcomings in the concept and organization of international studies on campuses across the nation. And it seems also that the tide of public opinion is turning toward a new isolationism.

A FIRST PRIORITY
The authors of *Bridges to Understanding* —a painstaking examination of international studies in American higher education institutions—begin their report with a quotation from John W. Gardner: "The first priority for this generation is international understanding—to learn the hazards and hopes of this world we inhabit and to learn how to cope with its problems. Our first step must be to strengthen our institutions of learning." It is this priority that *Bridges to Understanding* addresses. It identifies the weaknesses of existing programs, points out where improvements are most needed, and recommends steps for implementing suggested changes.

CONTENTS
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PART ONE: THE STUDENT'S BROADENING HORIZONS.
2. DIMENSIONS OF THE TASK.
3. CURRICULUM DEVELOPMENT · New courses on international topics · Separate curricula, departments, schools · Infusion.
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5. COMPARATIVE AND TOPICAL STUDIES · Comparative studies · Topical studies · Problem-oriented studies · Conclusions.
6. STUDY AND WORK ABROAD · Program goals · Administrative concerns · Academic concerns · Experiential concerns · Work/study and service · Conclusions.
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8. INTERNATIONAL EXPERIENCE AND DOMESTIC NEEDS · International education in nearby community · Programs for high schools.
9. TRAINING PROGRAMS · Foreign students and professionals · United States students and professionals · The universities and the Peace Corps.
10. EXCHANGE PROGRAMS AND THE FOREIGN STUDENT · Government-sponsored exchange · Private programs · University-sponsored exchange · Programs for foreign scholars · The foreign student.
11. TECHNICAL ASSISTANCE · The university and technical aid · The AID-university relationship · Recent developments · Educational returns to United States campuses.
12. FOREIGN AREA RESEARCH · Fundamental issues · The conduct of foreign area research.
PART THREE: THE CHANGING CONTEXT OF INTERNATIONAL PROGRAMS.
13. THE INSTITUTIONAL SETTING · Organizing for international programs · Staffing international programs · Funding · Library collections · Interinstitutional cooperation · Possible trends affecting programs.
14. THE NATIONAL SCENE · The university and social change · Scholar, university and government · The national mood.
15. IMPLICATIONS FOR THE STUDY · Implications for trustees · Implications for president and other administrators · Implications for faculty · Implications for students · Implications for foundations · Implications for legislators · Implications for government officials · Implications for the citizen.
COMMENTARY by James A. Perkins.
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NOTE ON METHODOLOGY · The Data Bank · Survey of the literature · Campus visits · Analysis of data.
APPENDIX: INSTITUTIONS VISITED.

APPLICATIONS
Bridges to Understanding is an impor-

tant addition to the library of every person—student or Peace Corpsman, professor or foreign student advisor, Congressman or citizen—with an interest in seeing that America's international studies programs adequately reflect an awareness of the universality of human problems.

THE AUTHORS
Irwin T. Sanders is chairman of the department of sociology and anthropology at Boston University. He has served as associate director of international training and research for the Ford Foundation and as vice-president of Education and World Affairs. Jennifer C. Ward is a former executive associate of the International Council for Educational Development.

Price $7.95

Higher Education in Nine Countries
A Comparative Study of Colleges and Universities Abroad,
with chapters by Clark Kerr,
Philip G. Altbach, and James A. Perkins
Author: Barbara B. Burn

For all of their much-touted diversity, American institutions of higher education owe much to a common heritage that they share with colleges and universities in the nine countries under study in this invaluable report. Eight of the countries examined here are economically developed industrial nations: France, Great Britain, Canada, Australia, West Germany, Sweden, Japan and Russia. The ninth country, India, is less developed economically but provides some illuminating contrasts.

TRENDS AND TRADITIONS
In each of the countries studied in this report, colleges and universities have been adapted to national conditions, customs, social structures, and political systems; but familiar trends are visible everywhere. Among the most important trends are rapid enrollment growth and a movement toward universal access; rising expenditures; increasing public support; greater involvement in society; and diversification to the extent that universities are no longer the only, or even the central, institutions of postsecondary education. Students in these countries are no more placid than American students; disruptions of campuses in Tokyo, Paris, Berlin, and London have made international headlines.

EVALUATIONS OF EFFECTIVENESS
Higher Education in Nine Countries offers some highly useful tests by which to evaluate the quality of different education systems. They are: (1) the quality of scholarship in international competition; (2) the ability to secure talent from the total population without regard to class or racial considerations; (3) the provision of technically trained persons to fill the needs of industry, agriculture, government, and the welfare services; (4) the provision of an opportunity for a liberal education; (5) the quality and balance of service; (6) the quality and balance of constructive criticism of society; (7) the effectiveness of the governance of higher education; and (8) the degree of popular support for higher education generally and from its alumni in particular. None of the countries reviewed in this book score high on all eight tests. In some of the tests, other systems of higher education surpass that of the United States.

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1. INTRODUCTION: THE EVALUATION OF NATIONAL SYSTEMS OF HIGHER EDUCATION (by Clark Kerr) · Tests of effectiveness · Ranking the systems.
2. GENERAL TRENDS IN HIGHER EDUCATION IN EIGHT INDUSTRIAL COUNTRIES.
3. HIGHER EDUCATION IN FRANCE · Components of the system · Functions · Enrollment trends · Higher education and civil government · Internal government of institutions · Financing higher education · Student finance · Students · Changes and reforms · Higher education and economic planning · The balance sheet · The future · Universities and institutions of higher education in France · References.
4. HIGHER EDUCATION IN GREAT BRITAIN · Components of higher education · Functions · Enrollment trends · Staff-student ratios · Higher education and civil government · Internal government of the universities · Higher education and economic planning · Financing higher education · Financial assistance to students · Student characteristics and organizations · Changes and reform · The balance sheet · The future · Universities in the United Kingdom · References.
5. HIGHER EDUCATION IN CANADA · Components · Functions · Enrollment trends · Higher education and civil government · Internal government of institutions · Interuniversity coordination · Financing higher education · Higher education and economic planning · Student finances · Students · Recent changes · The balance sheet · The future · Canadian universities and colleges · References.
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7. HIGHER EDUCATION IN THE FEDERAL REPUBLIC OF GERMANY · Components · Functions · Enrollment trends · Higher education and civil government · Internal government of institutions · Interuniversity coordination · Coordination within the *Länder* · Financing higher education · Higher education and economic planning · Financial assistance to students · Student organizations · Reform and change · The balance sheet · Universities and specialized institutions in the Federal Republic of Germany and West Berlin · References.
8. HIGHER EDUCATION IN SWEDEN · Components · Functions · Enrollment trends · Higher education and civil government · Internal government of universities · Financing higher education · Higher education and economic planning · Student finances · Students · Recent reforms in university education · The balance sheet · University-level institutions

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9. HIGHER EDUCATION IN JAPAN · Components · Functions · Enrollment trends · Higher education and civil government · Internal government of universities · Financing higher education · Higher education planning and economic development · Student finances · Students · The balance sheet · The future · Japanese colleges and universities · References.
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11. HIGHER EDUCATION IN INDIA (by Philip G. Altbach) · Historical factors · The institutions · Relations with government · University and college governance · Some ecological factors · Growth · Recent changes · Staff-student ratios · Financing · Student activism · Problems facing Indian universities · Proposed reforms · Universities in India · References.
COMMENTARY by James A. Perkins.
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APPENDIX B: Individuals and organizations consulted in the country surveys.

APPLICATIONS
Higher Education in Nine Countries is a valuable aid to those charged with responsibility for planning and institutional self-study as well as for students of higher education both in America and abroad. Its data on institutional structure, organization, and governance; relationships of institutions to civil governments; financing; student assistance; student organizations; enrollment trends; and prospects for future development is particularly useful.

THE AUTHORS
Barbara B. Burn is director of international programs at the University of Massachusetts, Amherst. Clark Kerr, who contributed the chapter on evaluation of education systems, is chairman of the Carnegie Commission. Philip G. Altbach, who contributed the chapter on India, is associate professor of educational policy studies at the University of Wisconsin. James A. Perkins, who contributed the concluding commentary, is a member of the Carnegie Commission and chairman of the board and chief executive officer of the International Council for Educational Development.

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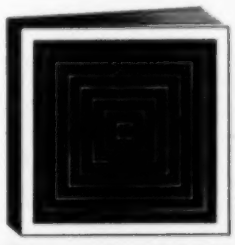

Financing Medical Education
An Analysis of Alternative
Policies and Mechanisms
Authors: Rashi Fein and Gerald I. Weber

A number of nations that are less affluent than the United States provide better health for their people. One reason is that health care in the United States is expensive, and one reason health care is expensive is that medical education costs so much. Since 1950, medical school expenditures have risen from about $100 million to over $1 billion.

A DOUBLE RESPONSIBILITY
At the same time costs have skyrocketed, the American public has been demanding more of its medical schools. It wants them to train doctors. It also wants more health care services that will efficiently and equitably benefit the growing population.

In this careful study, Drs. Fein and Weber explore current funding for medical schools and propose alternatives for meeting increased public demands. They analyze: which young men and women become medical students, how medical students finance their educations, the impact of financing mechanisms on equality of educational opportunity, how medical schools affect the geographic distribution of physicians, what kinds of financial support national advisory panels have proposed, and the respective roles of the states and the federal government in financing medical education. All of these are important considerations.

In their conclusions, the authors endorse "a basic subsidy to reflect the public demand for medical education" and federal aid for students as well as for institutions. Of particular interest is their treatment of the proposed Educational Opportunity Bank and its special relevance to the problems of financing medical education.

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2. THE MEDICAL SCHOOL: SOME GENERAL CHARACTERISTICS · Education outputs · Service and research outputs · Input: dollar resources · Input: student ability and potential · Institutional arrangements.
3. FUNDING PROBLEMS AND THE EVOLUTION OF THE FINANCIAL STRUCTURE · Funding problems · Evolution of the financial structure · Changes in sources of funds · Quartile analysis.
4. THE MEDICAL STUDENT: M.D. CANDIDATE, INTERN, AND RESIDENT · The decision to apply · The medical student · Attrition · Internship and residency · Summary.
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6. FEDERAL AID TO MEDICAL EDUCATION · Costs for resource expansion · Faculty costs · Capital costs · Student costs · Improving equality of opportunity and the distribution of physicians · Equity between benefits and payments · Existing federal programs · Summary.
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APPENDIX C: Private Rates of Return to Medical Education.
APPENDIX D: Regression Equations.
APPENDIX E: State Support of Private Medical Schools.

APPLICATIONS
Financing Medical Education will help institutional planners examine the alternative effects of allocating funds for research, capital improvements, services to patients, or teaching. It will help prospective medical students weigh the long-term benefits of becoming doctors

against the short-term sacrifices represented by the high costs of attending school and foregone earnings while they learn. This report will also help local, state, and national officials determine how alternative forms of support to medical schools will affect the number of physicians needed, the distribution of health care, the provision of health services for those who are now deprived of them, and the development of more opportunities for young people from poor families to gain entry to the medical profession.

THE AUTHORS
Rashi Fein is professor of the economics of medicine, Harvard Medical School. Gerald Weber is acting associate professor at the Graduate School of Public Policy, University of California, Berkeley.

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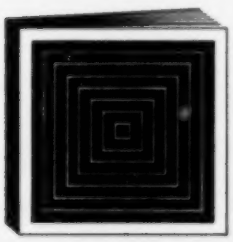

Any Person, Any Study
An Essay on Higher Education
in the United States
Author: Eric Ashby

"We don't know who discovered water," said one astute observer, "but we know it wasn't a fish." The principle holds when the observer is looking at higher education in America: nobody immersed in it can see it in its entirety nearly as well as an outsider—especially an outsider as perceptive and as uniquely qualified as Eric Ashby. *Any Person, Any Study* is Ashby's provocative and authoritative evaluation of higher education in the United States, and it reveals a sensitivity to our most vexing problems that is rare even among American observers.

SOME TOUGH QUESTIONS
Eric Ashby makes it difficult for American educators as only a friendly inquisitor can by raising some tough questions: *How long can America afford to expand its college facilities to admit increasing numbers of students? Who does higher education benefit, and who should pay for it? What alternatives should be provided for students who do not need or desire the higher education forced upon them by social custom and the talent-screening devices of prospective employers? How can we alter a situation in which the involvement of professors in teaching seems to be inversely related to their distinction? What does the Ph.D. really qualify its holder to do? What reforms are needed in curriculum and degree structures?* Ashby's responses to such questions go beyond short-run solutions and political expediency to challenge some of our basic assumptions about higher education. The direction of his thinking is clear and its presentation is lively and direct. Following it is a pleasure and an adventure for anyone concerned with higher education.

FROM THE TEXT
Ashby's own words best give the flavor of his thinking: "... At the beginning of this essay I suggested that there is a sense of inevitability about the course on which higher education is set in America and that planners may be helpless to change this course; though it may, indeed probably will, be changed by the forces of society. But if it remains on the present course, what are the possible consequences?"

What these consequences might be are presented with a sense of historical perspective and international overview, by someone who, in his own words, "is not involved but is nevertheless close enough to the system to understand it."

CONTENTS
1. INTRODUCTION AND IMPRESSIONS · *The Exponential Curve* · *A Sketch Profile* · Community colleges · Four-year colleges · Universities · *Summary of Impressions.*
2. ANALYSIS · *Who Should Be Given Higher Education?* · A digression on attrition · Motivation · Higher education versus further education · *What Should be Taught?* · General education · Vocational and professional education · Some conclusions on curriculum · *Tests, Certification, and Grading* · *Who Should Teach?* · *Governance and Administration* · Student participation · A note about trustees · *Research and Its Funding.*
3. PERSONAL SPECULATIONS.

APPLICATIONS
Any Person, Any Study is of broad interest as a general commentary on higher education in America. It will find a welcome place in the collection of everyone concerned about the future of our colleges and universities.

THE AUTHOR
Eric Ashby is master of Clare College, Cambridge, a fellow of the Royal Society, and former vice-chancellor (equivalent to American university president) of Cambridge University. He is also a member of the Carnegie Commission on Higher Education.

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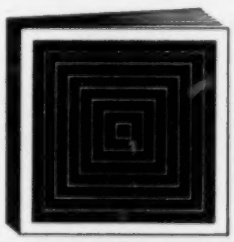

Breaking the Access Barriers
A Profile of Two-Year Colleges
Authors: Leland L. Medsker
and Dale Tillery

A new community college opens its doors every two weeks in the United States. Nearly two million students presently attend two-year colleges, and by 1980 that figure will double. Invested in these institutions are not only millions of dollars and man hours but also the ambitions and aspirations of a student population that as recently as ten years ago wouldn't have dreamed of education beyond the high school. The community college bids fair to become an all-things-to-all-people learning and culture center, and whether this rapidly growing institution can live up to the hopes and expectations of its burgeoning clientele is one of the important questions addressed in *Breaking the Access Barriers.*

DIVERSITY
Certainly no sector of American higher

education better deserves to be called diversified. The variations among these colleges from state to state and from one to another are so wide that at times it seems the only thing they have in common is that all of them offer two years of instruction beyond the high school. As a group, however, the community colleges not only provide undergraduate academic work and vocational training to meet the nation's constantly changing manpower needs, they also offer remedial education, counseling, adult education, and a variety of community services. These colleges attract students from almost all levels of academic ability, achievement, family background, and motivation. Some are private and specialized, most are public and comprehensive in their support and offerings.

Faced with this wide range of qualities and characteristics, the authors of *Breaking the Access Barrier* have done a remarkable job of bringing together more facts, figures, and pro and con discussions about more problems, questions, and issues relevant to the roles of two-year colleges than has any publication yet in print. This profile, in addition to offering a statistical portrait of junior colleges in the United States, deals with such problems as clientele, functions, programs, control, staffing, financing, and planning, and examines the relationship of two-year colleges and other institutions of higher learning. Medsker and Tillery observe that community colleges may have difficulty maintaining public support "in a period of belt tightening." This work was a significant resource for the Carnegie Commission's own report, *The Open-Door Colleges*. The authors conclude their study with seven recommendations to guide these popular institutions toward a realization of their potential in the decade ahead.

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2. FROM EXPANSION TO EXPLOSION · Evolution of the two-year college · From midcentury on · Measuring growth · Pacesetter states · A look to the future · New college campuses.
3. JUNIOR COLLEGE STUDENTS · Student diversity · Two-year students compared with four-year students · College parallel compared with vocational-technical students · Ethnic groups in the community colleges · Characteristics of future students · Public vs. private junior college students · The older student · Conclusions.
4. A PROGRAM FOR ALL · Preparation for advanced study · Career education · Guidance · Developmental education · General education · Community service · Conclusion.
5. THE JUNIOR COLLEGE AND URBAN LIFE · The education of minority students · Community outreach · Education of the undereducated · The urban community college of the '70s.
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APPENDIX: Number of Two-Year Institutions of Higher Education, by Type and State, 1968.

APPLICATIONS

Breaking the Access Barriers will be utilized as an information resource by boards, administrators, faculty, and graduate students for years to come. Leaders in government—local, state, and national—will also benefit from its data, discussions, and recommendations.

THE AUTHORS

Leland L. Medsker is professor of education and director of the Center for Research and Development in Higher Education at the University of California, Berkeley. Dale Tillery is professor of education and director of the University of California's SCOPE Project and Programs in Community College Education. Both authors have served as community college administrators.

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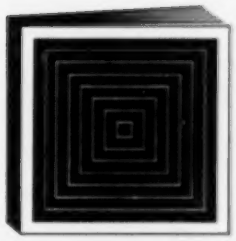

Between Two Worlds
A Profile of
Negro Higher Education
Authors: Frank Bowles
and Frank A. DeCosta

Ten years ago, a black youth's hope for admission to the educated classes was found almost exclusively at one of the historically Negro colleges in the South. The history of these schools' tenacious survival is one of the most interesting in American higher education. Their achievements are a source of pride. As W.E.B. DuBois pointed out, "In a single generation they put thirty thousand black teachers in the South; they wiped out the illiteracy of the majority of the black people of the land, and they made Tuskegee possible." During the 1960s, graduates of black colleges often assumed leading roles in opening educational opportunities to blacks in both the North and the South. But the very success of the Negro in his struggle for integration of education has, ironically, created new problems for the historically Negro colleges.

AN UNCERTAIN FUTURE

Between Two Worlds is a sensitive, in-depth appraisal of these colleges and the problems they face. Once almost the only resource of higher education for black people, they now enroll only half of the Negro student population of our colleges and universities. The authors of *Between Two Worlds* believe that these colleges have a continuing role to play in extending educational opportunity to Negroes. They recommend that efforts be made to encourage more black youth to prepare for college and that the black colleges enrich their academic offerings, particularly in paramedical fields, engineering, and teaching and research in pure science. One of the goals they set for higher education is increasing the number of black professionals in the United States to one million. How this target can be realized and why it is necessary are spelled out in the context of

the historical development of these colleges, their contemporary perspective, and their prospects for the future.

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APPLICATIONS
Between Two Worlds is for all persons involved in helping historically Negro colleges redefine their roles in a time of crisis that pervades all of higher education. It is also for those who are interested in knowing more about a little understood segment of American higher education.

THE AUTHORS
Frank Bowles is academic vice-president of Haile Selassie I University in Ethiopia. Frank A. DeCosta is dean of the graduate school at Morgan State College in Baltimore.

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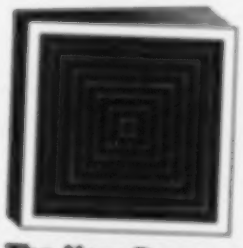

The New Depression in Higher Education
A Study of Financial Conditions at 41 Colleges and Universities
Author: Earl F. Cheit

It may come as a shock that such bastions of academic excellence as Harvard and Berkeley have recently encountered serious money troubles. They have already cut back on some programs and services they considered essential to their mission. And they are not alone. About two-thirds of the nation's institutions of higher education—public and private, two-year and four-year—are in such financial difficulty that they can stay in business only by sacrificing some of the quality and services normally considered essential to their programs. These are among the findings reported in this disturbing survey by Earl F. Cheit, and the book is issued not as a warning for the future, but as a cold, objective analysis of the way things are—today.

THE DAMAGE IS DONE
The New Depression in Higher Education takes a hard look at the disparity between the rising costs of education and the declining rate of increase of funding. Some effects of the squeeze—the effects of increased faculty work loads, of compromised quality of teaching and materials, of delays in the provision of equal educational opportunity—are, of course, unmeasurable. Other damage can be measured only in terms of things left undone, programs unrealized, or projects aborted.

Many factors contributed to this financial crisis. What they are and how the institutions are rising to the challenge they present are crucial questions. Cheit's lively discussion of their implications provides valuable insights into the least colorful but most vital task of the academic adventure: raising and managing the money that keeps it going.

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1. THE NEW COST-INCOME PROBLEM · Vulnerability despite growth · Expenditure-income patterns · The dubious public · A new concern for finances.
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APPLICATIONS
The New Depression in Higher Education should be read—and soon—by presidents and other administrators of colleges and universities, officials of higher education associations, alumni organizations, and state and local government—in short, by everyone whose interests reside in healthy institutions of higher learning.

THE AUTHOR
Earl F. Cheit is professor of business administration at the University of California, Berkeley. He has served as associate director of the Institute of Industrial Relations and as executive vice-chancellor at that institution.

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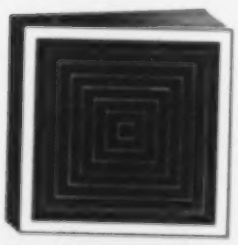

Models and Mavericks
A Profile of Private
Liberal Arts Colleges
Author: Morris T. Keeton

Private four-year liberal arts colleges dominated American higher education for over two centuries. No other single type of institution has so enriched the academic enterprise nor been the source of so much creative thinking and innovation. They have been models of institutional autonomy and have set standards for concern for the individual student. Today, however, they enroll only one in five of all American students in colleges and universities, and this proportion, despite predictions of increasing enrollments, will become smaller in the years ahead. These institutions can continue to make significant contributions, however, if they are given adequate public support. In *Models and Mavericks*, Morris Keeton outlines his proposals for such support and tells why it is necessary. His philosophy encourages their continued freedom and their ingenuity in competing with public as well as other private institutions.

QUALITY AND EQUALITY
Private liberal arts colleges should undertake a portion of the burden of realizing the goals set in the Carnegie Commission report, *Quality and Equality*, which summed up America's needs in higher education in two phrases: quality of result and equality of opportunity. Private institutions are free to orient their life and curriculum to a philosophical or religious orientation that may be impossible or even illegal for public institutions; they can attempt certain socially needed innovations that might be too risky, unpopular, or impolitic for state-supported institutions; and they may attempt certain curricular or instructional styles that derive from distinctive student characteristics, capital resources, or other assets peculiar to one college and no others. With more public support in the form of aid to students and cost-of-education supplements to institutions, private colleges can accept a larger share of the increasing numbers of students who will be seeking higher learning in the seventies—and do it on terms that are clearly advantageous to taxpayers and to state governments. Keeton shows how and why these advances should be made in this thoroughly researched, data-packed study.

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COMMENTARY by Katherine E. McBride.
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APPLICATIONS
Models and Mavericks provides for college faculty members, administrators, and board members a stimulus to look critically at their own institutions and their own experience, to consider critically both expenditures and possible economies in judging priorities.

THE AUTHOR
Morris Keeton is academic vice-president of Antioch College and a national authority on independent colleges.

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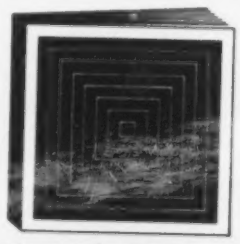

Credit for College
Public Policy for Student Loans
Author: Robert W. Hartman

As higher education costs rise, it has become more and more pressing to find flexible, practical ways to finance higher education. Different methods—institutional aid, grants to students, and student loan programs—differ in their impact on who goes to college and on the colleges themselves.

In this report, Robert Hartman examines past and present student loan programs, and new alternatives. Should students or their parents take out loans to cover the full cost of higher education? How big a loan program would such a policy presuppose? Or should higher education continue to be subsidized? By whom: taxpayers or wealthy users of higher education? How are the benefits of such subsidies distributed? Hartman discusses the various roles student loan programs can play—from supplementary support to full financing—and their implications for volume and availability of loan funds and the burden of debt placed on the stu-

dent. He looks into the National Defense Student Loan (NDSL) and Guaranteed Loan Programs (GLP): how the programs work, their capacity to meet future demand, and the limitations placed on the programs by the Federal Government.

ALTERNATIVES FOR REFORM
Hartman reviews various ways to change current programs and proposals to set up different kinds of national student loan banks to attract new capital into student loans, to lengthen the term over which repayments are made, and to make repayments more flexible and responsive to a student's future income. He shows how the alternatives would work—who would participate in them, who would benefit, and who would pay.

Hartman's report concludes with a summary of a conference of 35 economists, bankers, educators and government officials held in April 1970 at The Brookings Institution to discuss student loan questions. The conference centered on three themes: (1) what the role of the government should be in higher education finance; for example, to increase equality of opportunity, to supply a general subsidy, or to supply access to credit; (2) the subsidy and repayment terms of a desirable loan program; and (3) how to attract more capital into student loans. Most participants in the conference agreed that a National Student Loan Bank would be desirable, although there were sharp differences on its characteristics, its size and who should administer the program.

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APPLICATIONS
Credit for College will be especially useful to all people interested in new policies for higher education finance at state and federal levels. It will interest college administrators and loan officers, government and bank officials who either administer federal or state loan programs or who deal directly with student borrowers. Since one of the basic decisions in any loan program is determining who is to benefit from the program, this report will also be of interest to minority groups and to those concerned with federal loan support for specific fields of study. It is perhaps the most analytical study of student loan programs ever made.

THE AUTHOR
Robert Hartman is a Senior Fellow of the Brookings Institution.

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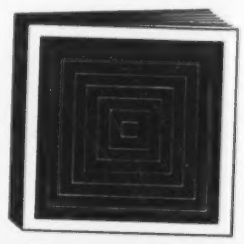

Efficiency in Liberal Education
A Study of Comparative Instructional Costs for Different Ways of Organizing Teaching-Learning in a Liberal Arts College
Authors: Howard R. Bowen and Gordon K. Douglass

America's colleges, with limited resources and heavy commitments to new and continuing programs, are searching for ways to slow up the escalation of costs without sacrificing quality or to improve effectiveness without adding to cost. A promising possibility suggested by this study is that colleges improve operating efficiency by changing their modes of instruction. Six different instructional plans are explored in the context of a small liberal arts college.

The authors also examine the effect on cost of changes in faculty teaching load, classroom utilization, proliferation of curricula, distribution of faculty by academic rank, distribution of courses by subject taught, and total college enrollment.

After the authors have analyzed the cost of single courses under different instructional plans, they test the sensitivity of each plan to the changes indicated above. The goal is to determine what changes can be made that will reduce net cost without diminishing the quality of education. They conclude that no one method of instruction is best for all subjects, all students, and all professors. They recommend a pattern that combines elements of five plans: large lecture courses, courses of programmed independent study, courses with emphasis on tutorials, independent study using

mechanical aids, and conventional classes. Each institution, of course, would adapt such a plan to its own needs. Regardless of those needs, however, the authors feel that the rigid structure of American higher education in general "... and the overdependence it fosters among its students, is associated with excessive expenditures and that lower costs might actually be a condition of achieving the freedom and self-reliance that is a feature of good education."

Large lecture courses, often criticized by students for being impersonal, and independent study, criticized by some administrators and faculty for taking too much faculty time, might work in tandem. But they will be useful only if students learn to work more independently and begin to learn on their own and together rather than under the close supervision of faculty members.

The authors make a strong case for their recommendation that faculty discussions of educational policy be more attuned to budgetary considerations.

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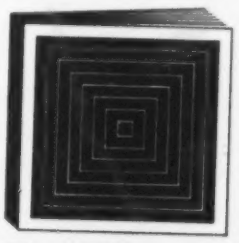
APPLICATIONS
The authors encourage educators to apply the study's approach to their own institutions. The study lends itself well to that kind of application. Though the study focuses on the small liberal arts college, the results are readily applicable to other institutions ranging from community colleges to large universities. The study is especially relevant for college and university faculty and staff members concerned with curricular changes and experimental and individual study programs.

THE AUTHORS
Howard R. Bowen is chancellor of the Claremont University Center in California; Gordon K. Douglass is professor of economics at Pomona College.



The Multicampus University
A Study of Academic Governance
Authors: Eugene C. Lee
and Frank M. Bowen

If current trends continue, the multicampus university will fast become the dominant organization for providing American higher education. Forty percent of all college and university students and 75 percent of all students in public universities are now enrolled in such systems. This study, the first detailed description and analysis of multicampus systems, is therefore of timely importance.

Based on an evaluation of nine of the largest multicampus universities, the Universities of California, Illinois, Missouri, North Carolina, Texas, and Wisconsin; the State and City Universities of New York; and the California State Colleges, most of this work is concerned with the interrelationships between system administrators (particularly the system president) and trustees and officials in coordinating agencies and state government; and between those administrators and trustees, and chief executives, faculty, and students of the system's individual campuses. Eugene Lee and Frank Bowen underscore the need for major educational reform in America. But the direction and success of that reform will depend, to a large extent, on developing the organizational structure that can best keep the fundamental forces shaping higher education in the 1970s in balance. The authors say that the multicampus university by its very nature has a unique ability "... to promote specialization, diversity, and cooperation." But this ability can be utilized fully only if the multicampus university develops as a system.

To meet the challenges of the coming decades, the multicampus university systems will have to be strengthened. One crucial need, the authors contend, is to reshape and rejuvenate the governing board. Among nearly all of the nine multicampus universities discussed in this study: "The boards are highly unrepresentative of the society served by the university. They do not possess legitimacy in the minds of those most directly affected by their power. They are not sufficiently independent of partisan political currents. All three shortcomings impinge upon the board's ability to assume an expanded leadership role essential to effective governance." The authors recommend a stronger role for governing boards, "... to prod and support the administration, to make difficult decisions of educational policy, to hear appeals from the faculty and students, to interpret the university to a questioning and demanding community and the community to the university—in short, to represent the public interest in the governance of the multicampus university." But this reassertion of power "... will neither be effective nor accepted unless the composition of the governing boards is radically changed." The authors suggest specific alternative methods of board selection.

Lee and Bowen are no less detailed in their analysis and no less specific in their recommendations for changes in the administration of the multicampus system, in the part played by campus and universitywide faculty bodies in the formation of

educational policy, and in the development of campus machinery for meaningful student participation in systemwide decisions that will affect their educational lives.

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10. ACADEMIC AND ADMINISTRATIVE PERSONNEL · The role of the multicampus university · Academic personnel · Collective bargaining for academic personnel · Administrative personnel · The comprehensive university · The transitional campus · Universitywide personnel programs.

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15. THE FUTURE OF THE MULTICAMPUS UNIVERSITY · Higher education in the 1970s · The case for the multicampus university · The future of the multicampus university.

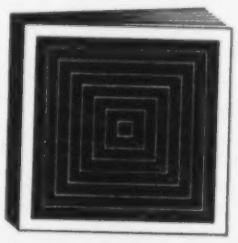
COMMENTARY by William Friday.

APPLICATIONS

This is a basic study for anyone concerned with the future of higher education in America and is especially pertinent for those concerned with public higher education, particularly administrators, trustees and faculty concerned with questions of academic governance. It is also useful to state administrators and representatives of coordinating agencies who work with officials of multicampus university systems and to legislators confronted with evaluating the proper organization of higher education in their respective states.

THE AUTHORS

Eugene C. Lee is a former vice-president of the University of California, and currently is professor of political science and director of the Institute of Governmental Studies at Berkeley; Frank M. Bowen, a practicing attorney, is currently a consultant to the California State Department of Finance.



Institutions in Transition
A Profile of Change in Higher Education (incorporating a 1970 Statistical Report)
Author: Harold L. Hodgkinson

"Taken as a whole, the amount of institutional diversity in American higher education is decreasing. This is due partially to the pervasive existence of a single status system in higher education, based on the prestigious university offering many graduate programs and preoccupied with research. There are few alternative models to this system now functioning." This conclusion, one of the major findings of a provocative report by Harold Hodgkinson, runs counter to a major assumption often made about American higher education: that it is a diverse and pluralistic system. Many changes have taken place within that system in the past few decades and Hodgkinson's detailed tables and analyses amply document them. But basic to most of those changes, and perhaps a natural concomitant to the system's attempt to educate as many students as possible, is the general trend toward "one central pattern, based on specialization of interest and competence in a discipline" and toward ever larger campuses and student enrollments.

Perhaps the most revolutionary educational change that has taken place in the past 50 years has been in the sheer number of students that have received some education past the high school level. In 1900, only 10 percent of the school-age population received such education; today more than 50 percent get some for-

mal instruction for credit past high school. Much of this instruction, Hodgkinson points out, is obtained through an educational "periphery"—correspondence schools, extension courses, TV classes, etc. Yet little attention has been given to this periphery by those concerned with higher education. This neglect illustrates an essential problem indicated by the research of this study: "... the limited perspective of educational practitioners in terms of *what is possible,* and the even more limited notion of what is desirable. There are not enough good alternatives floating around in the collective consciousness of American higher education."

Changes are taking place and, as the college and university presidents who responded to Hodgkinson's questionnaire indicate, these changes are having a significant impact on the institutions. What this report attempts to do, in addition to identifying those changes and finding out where they took place and how they occurred, is to ascertain what they may mean for the future of higher education. What Hodgkinson and his fellow researchers have discovered is that change in American higher education has, in most cases, meant growth, and that growth, for most of the presidents questioned, is usually seen as the solution to all problems: "More is always assumed to be better." This report should help to undercut that notion, for in its analysis of United States Office of Education statistics and data from 1230 questionnaires, it finds that as a campus grows larger there is a greater faculty turnover, more student unrest, and less significant contact between the administration and either the faculty or the students. Size, in fact, turns out to be a far more significant factor in sorting out differences in institutions than either control (e.g. public, private, sectarian, or nonsectarian) or even highest degree awarded. A large campus brings benefits—more select student body, more federal support, more prestige—but are those benefits outweighed by disadvantages? In analyzing data compiled by the U.S. Office of Education during the past two decades and filling out that statistical picture with more subtle evaluations of change provided by the questionnaires, this report tries to answer such questions. Its data, analyses, and conclusions should spark much debate within the once interlocking, but now increasingly concentric, circles of higher education as we move through the 1970s.

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2. CHANGES IN INSTITUTIONAL CHARACTERISTICS—USOE DATA • Survey of information from U.S. Office of Education Directories • Changes in public versus private control • Changes in sectarian versus nonsectarian control • Control and level of degree • Sexual composition of student body • Institutional status (vertical extension) • Institutions added, dropped, and merged • Appendix to Chapter 2.
3. CHANGES IN INSTITUTIONAL CHARACTERISTICS—QUESTIONNAIRE DATA • 1. By type of control • 2. By institutional size—a crucial factor • 3. By geographic area • 4. By comprehensiveness • 5. By highest degree awarded.
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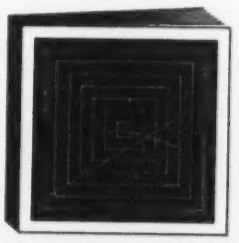
PART THREE: SPECIAL ANALYSES OF QUESTIONNAIRE RESULTS.
6. RANKINGS OF MOST SIGNIFICANT CHANGE AND HOW ACCOMPLISHED • Overall totals • Significant change by type of control • Major change by highest degree • Major change by size of institution • How the change came to be • Who initiated the idea? • How did the initiation take place? • Different patterns of support and resistance • Summary • Appendix to Chapter 6.
7. A SPECIAL ANALYSIS OF STUDENT PROTESTS • Location • Institutional characteristics • Student characteristics • Faculty characteristics • Concluding remarks and analyses.
8. ACADEMIC PREPARATION AND MOBILITY OF PRESIDENTS • President's age and years at institution • Control and highest degree by age of president • President's academic area.
9. A LOOK AHEAD.
COMMENTARY by Stanley J. Heywood.

APPLICATIONS
Of general interest to anyone concerned with higher education in America today. Government officials and legislators at both the state and national levels should find this report especially relevant. Alumni, administrators, and faculty of any institution that is trying to climb the ladder of institutional prestige will find it thought-provoking.

THE AUTHOR
Harold L. Hodgkinson is a research educator for the Center for Research and Development in Higher Education at the University of California at Berkeley.



A Degree and What Else:
A Review of the Correlates and Consequences of a College Education
Authors: Stephen B. Withey, Jo Anne Coble, Gerald Gurin, John P. Robinson, Burkhard Strumpel, Elizabeth Keogh Taylor, Arthur C. Wolfe

For many Americans, higher education has become the key to attainment of status in society and the bridge to a more meaningful life. By making an extensive review of many surveys and studies made by social scientists over the past 25 to 30 years, Stephen Withey and his coauthors attempt to identify characteristics of people—economic, educational, social, political, and personal—that seem to be associated with a college or university education. The most difficult part of this task is ascertaining the extent to which a particular characteristic is the result of the educational process as distinct from the individual student's socioeconomic background and psychological

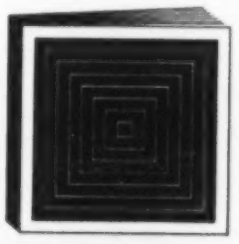
makeup or the character of a particular school.

THE BENEFITS OF HIGHER EDUCATION
After reviewing the various factors that determine whether or not a particular student will go to college—family size and financial resources, parents' education, student's sex, high school environment, for example—the study examines the impact of the college experience and its effects on the former students' occupational orientation, life style, and social and political values. Many studies indicate that higher education significantly alters personal and social values: perspectives are broadened, interest in cultural and esthetic matters grow stronger, and value systems become more liberal and less moralistic. But the authors also present evidence that supports an opposite view: that this "liberalization" is less the result of the educational process than of a general socialization, particularly with regard to political and interpersonal attitudes. The persistence of these changes, and their impact on students from different backgrounds in different types of colleges and universities are carefully analyzed. The authors find that the greatest direct value impact is made by small, homogeneous, high-quality liberal arts colleges, an important finding in the light of trends toward large commuter colleges and multicampus universities.

For years, the claim was made that higher education was a profitable investment in terms of dollars: college graduates made more than high school graduates. This report, however, indicates that this is not necessarily so. But higher education does pay off in secondary ways by giving the college graduate greater access to jobs that offer psychic rewards, stimulation and satisfaction, and that demand less physical effort. Moreover, although higher education tends to make a person more introspective and less sure of himself in interpersonal relationships, it does give a person a broader view of his own life and life in general, and so helps him attain a more balanced sense of his own achievements and shortcomings. Since he also feels more at home with change, he usually feels more competent in dealing with others and has a more positive and hopeful attitude toward his own and his country's future.

APPLICATIONS
In general, this report is useful to anyone interested in the relationship between higher education and society. More particularly, it is useful to college and university officials concerned with campus expansion, curriculum changes, and school-community relationships.

THE AUTHOR
Stephen B. Withey, director of the group preparing this study, is program director at the Institute for Social Research, University of Michigan.



The Finance of Higher Education
Author: Howard R. Bowen

The reality of a financial crisis in America's colleges and universities is only the starting point for this short essay. Its emphasis is upon solutions.

The underlying objectives these proposals attempt to serve are that higher education in the United States should remain excellent, should be diversified to meet the needs of various students and regions and in the nature of its control, and should be open to all. In addition, students should have free choice of educational programs and institutions and certain programs or institutions should not be set apart for particular socio-economic classes.

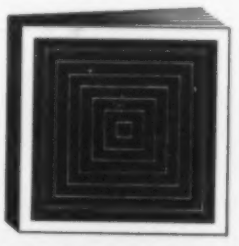
It is clear that existing patterns of financing will not be adequate if all of the objectives are to be achieved. What is needed, Howard Bowen says, is continuing support from traditional sources plus additional funding through a combination of grants and loans to students, and federal grants to institutions. The implications of this funding pattern for both public and private institutions are carefully analyzed and the touchy question of tuition is given particularly detailed consideration.

CONTENTS
1. THE FINANCE OF STUDENTS · Student costs · The sources of student finance · A national system of educational grants · A national system of student loans · Some comments on the combined grant-loan system.
2. THE FINANCE OF INSTITUTIONS · The trend of educational costs · The problem · A proposed system of unrestricted grants to institutions.
3. TUITIONS · Some hypothetical models · The case for low tuitions · Tuitions in private colleges and universities.
4. QUALITY CONTROL.
5. SUMMARY AND CONCLUSIONS.

APPLICATIONS
The Finance of Higher Education is valuable for anyone in colleges or universities or in state and federal government who is involved in long-range planning for higher education.

THE AUTHOR
Howard R. Bowen is an economist and former president of Grinnell College and the University of Iowa. He is now chancellor of the Claremont University Center in California.

Note: This book is no longer in print, but may be obtained through University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48103



The Economics of the Major Private Universities
Author: William G. Bowen

This little book is already one of the most frequently cited studies of higher education financing in print. It speaks with candor, authority, and clarity about serious problems of the kind that produced operating deficits at such well-known private universities as Yale, Princeton, and Cornell by 1968. And it makes a convincing case for an enlightened public concern

for the economic health of such universities in the decades ahead.

Between 1951–52 and 1963–64, the expenditures of these institutions increased from under one-half to $1.5 billion a year. Among the reasons described by Bowen are the great growth in organized research during that period, growing enrollments, the assumption of many new responsibilities by the universities, and the handicraft nature of higher education. He demonstrates that the cost per student at major private universities has risen at an annual rate of 7.5 percent for the past 18 years and does not expect the forces causing such increases to alter significantly into the future. Thus, his projections imply that expenditures for a typical private university should nearly triple, from a little less than $25 million in 1965–66 to $70 million in 1975–76.

On the income side, Bowen projects increases for the typical private university to level off between $43 and $51 million a year. Consequently, the hypothetical deficits of such a private university (the "gap") would reach $19.8 and $27.8 million a year.

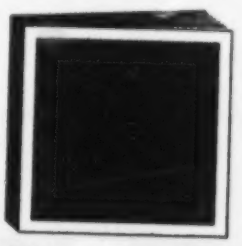
Since no institution would actually allow deficits of that magnitude to develop, Bowen suggests that the only solution for these universities is either to cut back on programs or press claims for national support more effectively.

CONTENTS
1. SCOPE OF THE PAPER.
2. ECONOMIC PRESSURES: TRENDS IN EXPENDITURES · The current situation · General trends in expenditures · Increases in cost per student · Reasons for rising costs: increased responsibilities of the universities · Reasons for rising costs: the technology of education · The historical record of cost per student · Comparing cost increases in major private universities with cost increases in British universities and in all of American higher education · Projecting expenditures.
3. ECONOMIC PRESSURES: THE OUTLOOK FOR INCOME COMPARED WITH THE TREND IN EXPENDITURES · The major sources of income and their relative importance · Income from tuition and fees · Income from endowment · Private gifts and grants · Projecting income · The income and expenditure projections combined.
4. THE PUBLIC INTEREST IN THE PRIVATE UNIVERSITIES.
APPENDIX TABLES.

APPLICATIONS
The Economics of the Major Private Universities is essential reading for anyone who requires a brief, basic introduction to the complexities of the economics of higher education.

THE AUTHOR
William G. Bowen is Provost at Princeton University where he is also professor of economics and public affairs.

Note: This book is no longer in print, but may be obtained through University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48103. Also, a revised version has been published by the Joint Economic Committee of Congress ("Economic Pressures on the Major Private Universities" in *The Economics and Financing of Higher Education in the United States, a Compendium of Papers Submitted to the Joint Economic Committee, Congress of the United States*, pp. 399–439, Government Printing Office, 1969).



Alternative Methods of Federal Funding for Higher Education
Author: Ronald A. Wolk

Hundreds of colleges are now fighting for economic survival against frightening odds and, in their anxiety, they look increasingly to the federal government for their rescue. This development would have been considered virtually impossible 20 years ago. At that time, proposals that the federal government should expand its funding for colleges and universities was the subject of heated controversy. Even when federal assistance became widespread, many institutions decided to accept what was offered only after grueling examination of their needs and purposes.

Now the nature of the debate has changed. The question is no longer whether federal aid is appropriate. It is now what *kinds* of federal aid should be given. The issues of this controversy are illustrated in this book by the descriptions of current federal funding programs and analyses of some of the important proposals that were pending when the book first appeared in 1968.

The book also reviews the history of federal support for higher education from the Ordinance of 1787 to the Higher Education Act of 1965. Texts of important legislative proposals and pronouncements of various educational associations enrich the value of the book for students of both government and higher education.

CONTENTS
SCOPE OF THIS PAPER.
INTRODUCTION · *Level and nature of federal support* · *Sources of federal funds.*
MAJOR ALTERNATIVE METHODS OF FEDERAL FUNDING · *Categorical aid* · Research · Construction · *Aid to students* · The National Defense Education Act · Economic opportunity grants · Work-study and guaranteed loans · Graduate student aid · Proposed programs · *Institutional grants* · The Miller Bill · *Tax relief* · Types of programs · The Ribicoff proposal · Arguments for and against · *Revenue Sharing and aid to states* · Growth in aid to states · Various revenue sharing proposals · Heller-Pechman plan · Arguments for and against.
CONCLUSION.
APPENDICES · Association views on federal aid · Summary of Amendments to Higher Education Act · Level of federal obligations by program, 1966–68 · List of federal aid programs · The Multer Bill · The Pell Bill · Educational Opportunity Bank Proposal · Summary of National Science Board Recommendations · The Miller Bill · The Ribicoff Bill · The Javits Bill · The Teague Bill · The Goodell Bill.
BIBLIOGRAPHY.

APPLICATIONS
Alternative Methods of Federal Funding for Higher Education is a helpful source of information for college administrators,

education association executives and government officials who have needed a ready reference to the history and issues of federal support for colleges and universities.

THE AUTHOR
Ronald A. Wolk is former assistant director of the Carnegie Commission on Higher Education. He is currently vice-president at Brown University.

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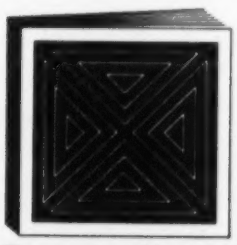
PART THREE
TECHNICAL REPORTS

Some of the reports prepared for the Commission are of a preliminary or highly technical nature. They are available in small quantities and may be ordered from the Commission at 1947 Center Street, Berkeley, California 94704. The technical reports on the following pages are currently in print.



Resource Use in Higher Education

Trends in Output and Inputs, 1930 to 1967
Author: June O'Neill

Higher education plays such a large part in our national economy that it is now often regarded by economists as an "industry." But an educated citizen is not a product, and though tax-burdened citizens and loyal alumni may ask what they are getting for their investment, no clear answer is forthcoming.

This study is the first major attempt to develop useful knowledge about long-run trends in real resource costs per unit of output in American higher education. It concentrates mainly on units of student instruction—credit hours. Dr. O'Neill examines the ways of measuring current operating expenditures, and finds that expenditures on student instruction have been declining proportionately while expenditures on organized research have been increasing. She also reviews the ways the value of tangible capital is measured and discusses capital growth and general trends in total expenditures since 1930.

She discovers, quite surprisingly, given the general growth of higher education, that there has been little change during the 1930–1967 period in the amount of real resources used to produce a credit hour. This can be explained to some extent by the inflexibility of the resources of higher education: the technology of producing education may not lend itself to cost-saving innovations available to the rest of the economy. The author concludes that there may also be a lag in the efficient use of resources of higher education. This lag, together with the ways of measuring the quality of credit hours and the quality of output, needs more study if resources for colleges and universities are to be used to the fullest extent possible in the future.

CONTENTS
1. INTRODUCTION.
2. THE INSTRUCTIONAL OUTPUT OF COLLEGES AND UNIVERSITIES: PROBLEMS OF MEASUREMENT AND HISTORICAL TRENDS · Problems of output measurement · Measuring change in the quality of industrial output · Trends in credit hours: 1930–68 · Patterns of change in credit hours · Credit hours adjusted for the grade level mix.
3. EXPENDITURES ON INPUTS · Current operating expenditures.
4. COSTS PER CREDIT HOUR · Trends for all institutions · Patterns of change in different types of institutions.
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APPENDIX C: Estimates of Tangible Assets.
APPENDIX D: Instructional Operating Expenditures and Instructional Capital Costs.
APPENDIX E: Total Instructional Costs Per Credit Hour.

APPLICATIONS
Financial, accounting, and curriculum administrators of all institutions of higher education will find this report useful. It should also provide state and federal educational agency administrators with much useful information.

THE AUTHOR
June O'Neill is a member of the staff of the President's Council of Economic Advisors and a former Research Associate of the Brookings Institution.

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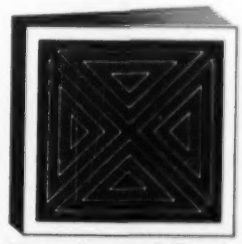

Trends and Projections of Physicians in the United States 1967–2002

Author: Mark S. Blumberg

What are the likely consequences of alternative plans for increasing the number of medical school entrants on the nation's future supply of physicians? A growing population, increased demand for medical services, changing health care delivery, and the rising cost of medical education and training have focused new attention on this question. This technical report by a distinguished health economist offers some answers.

Dr. Blumberg considers in detail what impact alternative numbers of entrants to U.S. medical schools will have on future physician supply per 100,000 residents in the United States. Special emphasis is placed on achieving a prompt increase in physician supply to reduce reliance on foreign medical school graduates. The projections assume that none will enter the U.S. on a permanent basis after 1977. Dr. Blumberg suggests several education programs—some acceler-

ated and some not—that would increase the per capita physician supply. One conclusion is that a conversion of U.S. medical schools to an accelerated program could achieve the most prompt increase in supply. Several proposed programs are actually likely to achieve an oversupply of physicians by 1987.

Illustrating his discussion with many pertinent tables, he concludes: "... the United States could have 15,000 more United States graduates by 1982 if it elected to encourage and support nationwide conversion to an accelerated curriculum. The cost of educating an additional 15,000 physicians in the United States by conventional means might be $300,000,000, exclusive of capital requirements. It is likely that this could be achieved at far less cost by use of the accelerated program."

CONTENTS
1. RECENT TRENDS IN UNITED STATES PHYSICIAN SUPPLY.
2. ESTIMATED PHYSICIAN SHORTAGE AND FUTURE DEMAND.
3. SOURCES OF INCREASED PHYSICIAN SUPPLY PER CAPITA.
4. FOREIGN MEDICAL GRADUATES IN THE UNITED STATES.
5. PROJECTED ENTRANTS TO UNITED STATES MEDICAL SCHOOLS.
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9. PROJECTED PHYSICIANS AND PHYSICIANS PER CAPITA IN THE UNITED STATES.
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APPENDIX C: Estimating Year of Graduation of D.O.'s Alive and Active in 1967.
REFERENCES.

APPLICATIONS
Dr. Blumberg's report is especially useful to professionals in the field of medical school administration and to government officials concerned with professional medical education. It is also pertinent for those in the fields of public health administration and the administration of private health plans.

THE AUTHOR
Dr. Mark S. Blumberg is Corporate Planning Advisor for the Kaiser Foundation Health Plan, Inc., and formerly director of health planning at the University of California.

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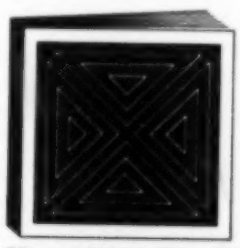

May 1970: The Campus Aftermath of Cambodia and Kent State
Authors: Richard E. Peterson and John A. Bilorusky

The protest that took place on many of the nation's college and university campuses after the events of May 1970 is for many now only part of a vague memory. As had happened time and again since student upheavals began, once the immediate crisis passed, the wave of activity ebbed and campus life for most students apparently returned to normal. Is it possible that the "unprecedented refusal of the campus community to carry on with academic work per usual" in May of 1970 really had no significant effect on American higher education? The authors of the two studies in this report do not think so.

THE GENERAL AND THE PARTICULAR
In the first part of the report, Richard E. Peterson uses data and comments supplied by the 1,856 college and university presidents who responded to a questionnaire to determine what happened on campuses across the nation in May 1970—and what impacts those events are likely to have. Although 40 percent of the nation's campuses were untouched by the events of that spring, well over half, among them most of the nation's "great universities," experienced unprecedented protest.

Peterson analyzes activities of all kinds—political campaigning, neighborhood canvassing, special seminars, letter writing, shutdowns, and strikes—and then evaluates the impact of these activities as viewed by college and university presidents. He concludes that the upheaval of May 1970 could happen again, because of the present mood of uneasy coexistence between students and the government, with campus officials caught in the middle. Until national priorities are reordered and substantial reforms are made in higher education, this tense balance is likely to continue. Large universities, with their critical masses of students of varying persuasions, histories of political activism and close government ties will be likely centers of active dissent and opposition in the years just ahead.

John Bilorusky, in the second part of this study, reaches largely the same conclusions, although he gets there through a detailed study of the May 1970 activities on a single campus, the University of California at Berkeley. After a chronological review of events from April 1970 to the following autumn, he discusses how various campus groups reacted to the "reconstitution" of the university.

What exactly happened at Berkeley? Was the reconstitution a short-lived phenomenon or part of an ongoing process? What consequences might the events of May 1970 have on the Berkeley campus and higher education in general? He concludes that at least two basic characteristics of the reconstitution, a greater conduciveness to learning and a heightened sense of community, "... are important because they suggest a new direction for higher education." Such elements of reconstitution as intensive campus-community interaction, the breakdown of barriers between faculty, students, and nonacademic staff, and a broad re-evaluation of conventional ways of thinking and acting have led, Bilo-

rusky suggests, to a changed view of the relationship between the campus and the society. He asserts that although "guidelines" for conduct, the use of academic freedom to maintain the status quo within the classroom, and the general and rapid waning of student involvement have worked against this changed view, the change has taken root. The problem is how to keep alive and strengthen its essentially experimental character. That, of course, is Bilorusky's own view, shared by some, rejected by others. That he voices it strongly makes this part of the report a provocative complement to Peterson's analysis.

CONTENTS

PART I: THE NATIONAL CAMPUS REACTION TO CAMBODIA AND KENT STATE: THEMES AND VARIATIONS, by Richard E. Peterson.
1. TURMOIL IN MAY · The setting · The reaction · Campus and state in 1970.
2. SURVEY METHOD · Questionnaire · Sample · Interpretive limitations.
3. THE NATIONAL CAMPUS REACTION: AN OVERVIEW · Essentially student actions · Faculty and departmental actions · Incidental issues · Presidential and institutional stands · Reactions of off-campus constituencies · Implications: In the short run.
4. SCOPE OF THE REACTION IN DIVERSE TYPES OF INSTITUTIONS · At institutions of varying level and control · In institutions of different size · By institutional selectivity · By geographical region · In summary.
5. CONSEQUENCES FOR THE COLLEGE: PRESIDENTS' VIEWS · By control/level of institution · By size of institution · By selectivity · Federal grant universities · By geographical region.
6. NOTES ON MEANINGS · Academic normalcy abandoned · The uprising unsustained · Educational climates changed · Campus opposition to the national government widened · Public support of the university eroded · It can happen again · Campus and society: Some possible futures · Muddling through · Toward new conceptions of youth and higher education.
PART TWO: RECONSTITUTING UNIVERSITY AND SOCIETY: IMPLICATIONS FROM THE BERKELEY SITUATION, by John Bilorusky.
1. HISTORICAL CONTEXT: UNFOLDING THE EVENTS AND EXPERIENCES.
2. DEPARTMENTS AND GROUPS: CENTERS OF ACTION AND INTERACTION · Department A: Stability · Department B: Flexibility and activist separatism · Department C: Experimentation · Strike coordinating committees · Peace brigade · Student residences · Third World students and staff · Athletes · Nonacademic staff.
3. RECONSTITUTION: PROCESS OR EVENT? · The attempt to create a process of experimentation · Failure to institutionalize "experimentation" · Changing patterns of hope and despair · Views of the university—images of today, visions of tomorrow.
4. LESSONS FROM THE RECONSTITUTION: NEW DIRECTIONS AND STRATEGIES FOR CHANGE · Toward a socially responsible university · A direction: Centers and models of experimentation · Toward socially responsible professions · Toward an experimenting community · Toward on-going experimentation · Strategies: Holism and interaction.

APPLICATIONS

This report will, of course, be of great interest to anyone who was on a college or university campus during the events of May 1970 and to government officials and concerned citizens who wonder what happened on the campuses during that time and why. It is of particular interest to anyone who was at Berkeley in the Spring of 1970, and to administrators and faculty of other large university campuses.

THE AUTHORS

Richard E. Peterson is research psychologist for Educational Testing Service, in Berkeley, California. John A. Bilorusky, a graduate student at Berkeley during the events described in his report, is senior research associate at the Institute for Research and Training in Higher Education, University of Cincinnati.

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PART FOUR
REPRINTS

The Commission issues reprints of certain articles relevant to its concern or based upon research conducted in its behalf. While supplies last, copies of Carnegie Commission reprints may be obtained on request from the Carnegie Commission on Higher Education, 1947 Center Street, Berkeley, California 94704. One copy will be sent free. Subsequent copies will be sold for 20 cents each to cover mailing and postage.

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A NEW METHOD OF MEASURING STATES' HIGHER EDUCATION BURDEN—
N. Timm

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Allan M. Cartter

AMERICAN SOCIAL SCIENTISTS AND GROWTH OF CAMPUS POLITICAL ACTIVISM IN THE 1960s—
S. M. Lipset, E. C. Ladd, Jr.

ACCELERATED PROGRAMS OF MEDICAL EDUCATION—
Mark S. Blumberg

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